

CHAPTER I

INTRODUCTION

1.1. Background of the Research

Translation plays a significant role in language studies. It connects two or more different languages in constructing meaning. Translation is delivering meaning of a text from one language into another language as the author expressed the intended message of the text (Newmark, 1988). Thus, we can say that translator has given her or his contribution to help people understand various texts written in foreign languages either in academic or non-academic texts.

Translation is defined as “the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)” (Catford, p. 20, 1974). “Equivalent textual material means that the text should be accurate, natural, and communicative. Accurate means that the meaning of the text must be as close and as precise as possible as the original text, natural means using the natural forms of the target language, and communicative means delivering all aspects of the meaning so that it can be understood by the audience” (Newmark, 1988). These aspects are influenced by the quality of the translation.

However, maintaining the translation quality is not easy. The translator must be careful in deciding his or her judgement to find the equivalent meaning of the original text into the target text, for example, in deciding the translation procedures used in translating the text. In some cases, one procedure is preferred to convey the intended meaning of the message well, but sometimes another procedure like the omission of the word is chosen to make the sentence more effective and sounds

natural in the target language. Then, this fact leads to an interesting question such as which procedure is preferred by the translator in translating the words that have textual meaning such as ‘Coordinating Conjunctions’. Sometimes it can be problematic as well because the target language may have different grammatical rules. It is possible that one conjunction can be translated into several variations or maybe it does not have an exact equivalent meaning in the target language so that the translator translates it using a different word and even omit it. Whatever the procedure, the translator must notice that the function of coordinating conjunction is important to show a logical relation between two ideas within a sentence so that the flow, context, and meaning of the original message stay clear and understandable in the target language.

Despite the challenges, people can easily find many translations of books, articles, journals, news, and so forth allowing them to get various information, reference, knowledge, and even entertainment from anywhere. An example of such a translation is the English novel entitled *Animal Farm* by George Orwell, published in 1945, and translated to Indonesian by Djokolelono. The novel tells a story of a farm animals who rebelled against their master and wanted to build their own country where the animals could obtain their freedom and equality. However, the farm ended in a worse condition due to the betrayal of one of them.

Even though *Animal Farm* talks about animal’s story, it can be perceived that there are many long sentences in this novel such as compound and complex sentences. That is why in this novel, the researcher found many sentences which contain coordinating conjunctions. Coordinating conjunctions function to connect

two equal words, phrases, or clauses that have the same grammatical type (Lubis, 2021, p.18). In English, there are seven types of coordinating conjunctions: *and*, *but*, *or*, *so*, *yet*, *nor*, *for* (Swick, 2010, p.113). In the novel, we can find the example of coordinating conjunction *and* as in “*sheep and cows*” which connects two equal nouns. Then, the example of *but* can be found in “*he was not of first-rate intelligence, but he was universally*” *respected* which connects between two equal clauses. The example of *or* can be found in “*happiness or leisure*” which connects two uncountable nouns. After that, the example of *so* can be found in “*he immediately went to sleep on the drawing-room sofa with the News the World over his face, so that when evening came, the animals were still unfed*” which connects between two clauses. And the last, the example of *yet* can be found in “*his stories about Sugarcandy Mountain were lies, and yet they allowed him to remain on the farm*”. The example of *for* is “*I do not gamble, for I am one of the lucky ones*”, and the example of *nor* is “*Only old Benjamin professed to remember every detail of his long life and to know that things never had been, nor ever could be much better or much worse . . .*”

Based on these examples, the researcher is interested to analyze the translation procedures and the functions of English coordinating conjunctions into Indonesian as found in the translation of English novel *Animal Farm* written by George Orwell, *Republik Hewan* translated by Djokolelono.

1.2 Theoretical Framework

1.2.1 Definition of Translation

First, Newmark (1988) stated that “translation is the act of delivering the meaning of a text into another language in the way that the author intended the text.” It means that a successful translation should capture the author's intentions and communicate them in the target language effectively, so that the reader of the target language can experience the work as if it was originally written in that language.

Second, Catford (1974) explained that “translation is the process of the replacement of textual material in one language (SL) with equivalent textual material in another language (TL)”. To achieve the equivalence translation, it possibly happens that there are structure shifts ‘changing the order’, class shifts ‘providing equivalent word classes’, and intra-system shifts ‘singular to plural’ (Fawcett, 1997:54).

Third, Larson (1984) also stated that translation is transferring the meaning from the source language into the target language. First, it can be conducted using a “word-for-word” or literal translation that closely follows the form of the source language (p.10). However, literal translation does not always communicate the message of the original text well because the translation may be unnatural. That is why the translators who translate the text literally tend to make a modified literal translation by reconstructing or changing the form of grammar and the order, but still maintain the message of the author as closely as possible. In this case, Larson suggested that meaning-based translation is the best way to produce a communicative translation to deliver the meaning in the receptor language.

Based on the above definitions, it can be summarized that translation involves transferring information from one language to another language without changing its meaning, from the Source Language (SL) to the Target Language (TL). This means that the translator has to deliver the meaning in the target language as accurate as possible, taking into account the context and situation, even if the form of the text is no longer the same as in target language. It is important because the goal of translation is to produce a natural and communicative translation that does not lead to misunderstanding or ambiguity for the readers.

1.2.2 Translation Procedure

Translation procedure is a skill or practical method by the translator to translate the source language text into the target language text (Krisdiana, 2017, p.40). This process or procedure is applied to achieve the equivalent and natural translation so that it can be read by the reader conveniently.

1.2.3 Translation Procedure According to Peter Newmark

Peter Newmark (1988) divided translation procedures into two major divisions, literal and other translation procedures, that will be summarized as follows:

1) Literal

In this procedure, the translator translates the sentence literally without changing or eliminating the meaning (p.68). For example:

SL: *Un beau jardin*

TL: A beautiful garden

And here is the example from English to Indonesian (Syahrani, 2019, p.268):

SL: Yeah, that's true.

TL: Yeah, itu benar.

2) The other translation procedures

a. Transference

Transference is the process of transferring an SL word to a TL text as a translation procedure so that the word becomes a 'loan word' (p.81). For example:

SL: *Image*

TL: Image

And here is the example from English to Indonesian (Syahrani, 2019, p.269):

SL: Please welcome The National Boychoir!

TL: Sambutlah The National Boychoir!

b. Naturalization

This procedure adapts the SL word to the normal pronunciation, then to the normal morphology (word forms) of the TL so that the translation is natural in the

TL (p.82). for example:

SL: *Performanz*

TL: Performance

An example from English to Indonesian (Syahrani, 2019, p.269):

SL: Consider it a donation.

TL: Anggap saja sebuah donasi.

c. Cultural Equivalent

This is the translation where a source language (SL) cultural word is translated into a suitable TL cultural word (p.83). For example:

SL: *Palaisburbon*

TL: West Minister

An example from English to Indonesian (Syahrani, 2019, p.270):

SL: A lot of work over Christmas.

TL: Banyak pekerjaan selama Natal.

d. Functional Equivalent

This procedure is commonly applied to cultural words. It requires the use of a culture-free word, sometimes with a new specific term that can generalize or neutralize the SL word; and sometimes give some additions (p.83).

SL: *Mart subite d'un norrisson*

TL: Cot death

Here is an example from English to Indonesian (Syahrani, 2019, p.271):

SL: What's... what's best here is that the boy is placed in fostercare.

TL: jalan terbaik disini adalah menempatkan anak itu di pantiasuhan.

e. Descriptive Equivalent

This procedure can be applied by describing the term or the name of things.

Here is the example:

SL: *Samurai*

TL: The Japanese aristocracy from the eleventh to nineteenth century

Here is the example from Putri (2014, p.7), from English to Indonesian:

SL: This, in turn, stimulates "the pituitary gland" to secrete another hormone, ACTH.

TL: Hormon ini kemudian merangsang "kelenjar bawah otak" untuk mengeluarkan hormon lain, yaitu ACTH.

f. Synonymy

It refers to the procedure when the equivalent translation cannot be found or when there is no clear equivalent translation in the TL (Newmark, 1988, p.84).

Thus, the translation can use the synonym that has the close meaning with the TL as illustrated by Hidayat and Harmoko (2018, p.120):

SL: *'Puny effort*

TL: Effort faible

Here is an example from English to Indonesian (Syahrani, 2019, p.272):

SL: Ready? And... Stand up straight.

TL: Siap? And Berdiri tegak.

g. Through Translation

This procedure is also known as calque or loan translation. It refers to the literal translation of the components of compounds, names of organizations, common collocations, and perhaps phrases (Newmark, 1988, p.84).

SL: *Convention Culturelle Europeenne*

TL: European Cultural Convention

Here is the example from English into Indonesian (Putri, 2014, p.7):

SL: DHEA has also been shown to be an effective **anti-obesity agent**.

TL: DHEA juga telah diperlihatkan sebagai **bahan anti kegemukan** yang efektif.

h. Shift or Transposition

This procedure refers to the shift that ranges from the changes from plural to singular, the changes in structure, and the changes in the parts of speeches (Newmark, 1988, p.85). here is an example from Hidayat and Harmoko (2018:115):

SL: *Des consetis*

TL: advice

Here is an example from English to Indonesian (Syahrani, 2019, p.272):

SL: I don't know how he gets in, or if he gets in, but he has a chance at a better life.

TL: Aku tidak tahu bagaimana dia bisa masuk, atau jika dia masuk, tapi dia punya kesempatan untuk hidup lebih baik.

i. Modulation

Vinay and Darbelnet use the term 'modulation' to define a variation through a change of perspective or point of view (Newmark, 1988, p. 88).

SL: *Il n'a pas hesite*

TL: he acted at once

Here is the example from Syahrani et al (2019, p.273) from English to

Indonesian:

SL: Is that the best you got?

TL: Hanya itu kemampuanmu?

j. Recognized Translation

This procedure is used to translate terms whose translation is already recognized or officially accepted as institutional terms (Newmark, 1988, p. 89).

This is the example:

SL: *Rechtsstaat*

TL: Constitutional

This is the example from Putri (2014, p.10) from English to Indonesian:

SL: More x-rays were ordered, and ultimately a CT scan was also done

TL: Diperintahkan untuk dilakukan lagi beberapa foto Rontgen, dan akhirnya dilakukan CT scan juga.

k. Translation Label

According to Newmark (1988), translation label is "a provisional translation, usually of a new institutional term" (p.90). For example:

SL: *Erbschafisspracake, tangueddy heritage*

TL: Heritage language

The example from English to Indonesian (Parhusip, 2019, p.8)

SL: Social advancement

TL: Promosi (kenaikan pangkat)

l. Compensation

According to Newmark (1988), "this is said to occur when loss of meaning, sound-effect, metaphor or pragmatic effect in one part of a sentence is compensated in other parts or a contiguous sentence" (p.90). Here is the example from Chotimah et al (2022, p. 219):

SL: Is she a freaking sailor?

TL: Simpulnya kuat sekali seperti ikatan pelaut

m. Componential Analysis

Newmark (1988, p.90) stated that componential analysis is “comparing an SL with the TL word which has a similar meaning but is not an obvious one-to-one equivalent, by demonstrating first their common and then they differing sense components.” For example:

SL: *Stirzen*

TL: To fair

Here is the example from English to Indonesian (Parhusip, 2019, p.9):

SL: Once in a blue moon

TL: Sangat jarang

n. Reduction and Expansion

In the translation procedure, reduction means omitting the insignificant elements of the SL while expansion refers to the use of more words in the TL in order to re-express the meaning of an SL word due to the lack of a precise equivalent in the TL (Newmark, 1988, p.90).

• Reduction

SL: *Science linguistique*

TL: Linguistics

• Expansion

SL: *Cheveux igaux*

TL: evenly cut hair

Here is the example from English to Indonesian (Syahrani, 2019, p.274-275):

• Reduction

SL: You're not gonna work

• Expansion

SL: Will do

TL: Ibu tidak bekerja?

TL: Akan ku laksanakan

o. Paraphrase

According to Newmark (1988, p.90), this procedure refers to the exemplification of the meaning of a segment of the text when it is not well written in the SL or has important implications and omissions. For example:

SL: *belebend*

TL: life-giving

Here is the example from English to Indonesian (Parhusip, 2019, p.8):

SL: Ramadhan, the Muslim month of fasting

TL: Ramadhan

p. Couplets

Newmark (1988, p.91) stated that a translator may also combine two or more different procedures when conducting the translation process. The combination of two procedures is called couplets, three procedures is triplets, and four procedures is quadruplets. Here is the example from Hidayat and Harmoko (2018:116):

SL: **Sepasang pengantin kupu-kupu** meletakkan **telur-telur sang betina** di daun.

TL: **A couple of butterfly** lays **their eggs** on a leaf.

q. Notes, Addition, and Glosses

According to Newmark (1988, p.92) additional information in the translation may take various forms, such as within the text, notes at bottom of the page, notes at end of the chapter, and notes or glossary at end of the book.

SL: *la gabelle*

TL: gabelle or salt tax

Here is an example from English into Indonesian (Putri, 2014, p.12):

SL: Cardiovascular disease and hypertension, elevated cholesterol levels, arrhythmias (abnormal heart rhythms), mitral valve prolapsed, and palpitations....

TL: Penyakit kardiovaskuler (penyakit jantung dan pembuluh darah) dan hipertensi (tekanan darah tinggi), kadar kolesterol yang meningkat, arrhythmias (irama detak jantung yang tidak normal), mitral valve prolapsed (letak katup jantung tidak normal), dan palpitations (jantung berdebar-debar....)

1.2.4 Coordinating Conjunction in English and Their Functions

Conjunctions are joining words that link individual words, groups of words, or clauses (Swick, 2010, p.113). It means that coordinating conjunction functions to connect between two words, phrases, or clauses that have similar grammatical pattern. For example, noun with noun, verb with verb, verb phrase with verb phrase, clause with clause and so forth.

In English, there are seven types of coordinating conjunctions: *and*, *but*, *or*, *so*, *yet*, *nor*, *for*. Not all coordinating conjunctions have the same rules. There are three main rules for using those conjunctions as follows (p.113):

- 1) The coordinating conjunction such as *and*, *but*, *or*, *yet* can combine words, or groups of words and clauses, while others cannot.
- 2) The remaining coordinating such as *for*, *nor*, and *so* only combine clauses.
- 3) For the conjunction *nor*, the subject and verb are transposed as in *she won't clean the kitchen, nor will she make the beds*.

From these rules, we can perceive that the coordinating conjunctions such as *and*, *but*, *or*, *yet* can connect not only clauses, but also words or phrases, e.g. noun with noun, noun phrase with noun phrase, and so on. However, the other conjunctions like *for*, *nor*, and *so* are primarily used for connecting complete thoughts (clauses) and demonstrate the relationship between the entire ideas in a sentence, rather than just individual words or phrases. In addition, the transposition between the subject and the verb when using *nor* is aimed to clarify that the two ideas are constructed in a parallel structure and emphasizes the relationship between two negative elements. Thus, since these conjunctions have different rules, they will perform different functions as well.

To understand the function of coordinating conjunctions in maintaining logical relations between ideas in a sentence, we can refer to Larson's theory of communication relations, which is described in more detail, as follows:

1) **And**

As a coordinating conjunction, *and* is used to connect words, phrases, or clauses that have the same grammatical pattern within a sentence. It connects elements that are similar in function to create a compound structure, signifying that the connected elements should be considered together and related to each other.

The coordinating conjunction *and* functions to add one word, phrase, or clause, which is parallel to show additive relation. Addition is divided into two types, chronological and nonchronological. When the utterance contains an element of time that shows the relation between words, phrases, or clauses, it is called chronological. Meanwhile, when the time element is not emphasized in the

relationship, it is called nonchronological. There are two subclassifications of chronological addition relations: sequential and simultaneous. Sequential means that one event follows the other event in time, without overlapping. Simultaneous means that the events of two proposition happen at the same time. For nonchronological relation, *and* is also used to conjoin two equal propositions, indicating that both are true (Larson, 1984, p. 304-305).

2) **But**

A coordinating conjunction *but* is a word used in syntax to join words, phrases, or clauses of equal grammatical importance in a sentence. The coordinating conjunction *but* indicates a shift in the sentence's direction, introducing that the preceding and following elements provides different relationship.

Semantically, the coordinating conjunction *but* functions to show contrast or opposition between two elements (Larson, 1984, p.348). It signifies that there is a contradiction or unexpected shift in meaning between the two elements. She further explained that when two propositions have contrast relation, there must be (p.329):

- 1) A point of difference or contrast
- 2) A difference by opposition (usually a positive-negative)
- 3) A likeness; that is, at least one point of meaning overlap

Even though it is commonly used to join independent clauses, but it can also be used to join words, and phrases, that have the same grammatical pattern.

3) **Or**

Or is a coordinating conjunction that is used to link two or more words, phrases, or clauses of equal grammatical importance within a sentence. this conjunction creates a compound structure, indicating that one of the connected options is to be selected, while the other is excluded.

Semantically, *or* functions to connect two statements that indicate another option, possibility, alternative, or choice. When it connects words, phrases, or clauses, it indicates that one choice must be made between the two or more choices. When it is used to state two facts or statements, only one of them must be true (Larson, 1984, p.313).

4) **So**

Syntactically, *so* is a coordinating conjunction which connects two clauses within a sentence like a bridge to create a compound sentence. It links the first part, commonly an action, to the second part, which is usually the result of that action.

Larson (1984, p.336) stated that semantically, *so* functions to indicate cause and effect relationship. It signifies that the first clause gives the impact on the second clause. She further explained that the conjunction *so* is used to mark reason-result relation, by presenting the reason or cause first, followed by the effect resulting from the previous statement. Another function of the conjunction *so* is to state grounds-conclusion relation, by stating the basis for the conclusion that follows, as in *the door is unlocked, so Marry must be home*. The next function is to state grounds-exhortation, by stating the basis statement first, then followed by a command, as in *the floor is clean, so keep it that way*.

5) **Yet**

Syntactically, *yet* is a coordinating conjunction that is used to connect between two clauses with the same grammatical pattern. This coordinating conjunction is used to establish a compound structure that implies the connected elements are to be treated as a unit and are associated to each other.

Semantically, *yet* is similar to *but* which functions to show a contradictory state, but implies a stronger contrast. It is commonly used to connect two independent clauses, in which the second clause is kind of unexpected or surprising, based on what was said in the first clause.

6) For

For is a coordinating conjunction that is used to connect two clauses. It indicates that both clauses are associated with each other as a single unit. As a conjunction, *for* functions to show the reason or cause of something. It is similar to *because*. However, the structure is slightly different. It is used to connect two clauses, by showing the dependent clause first as the effect, following by the independent clause as the reason.

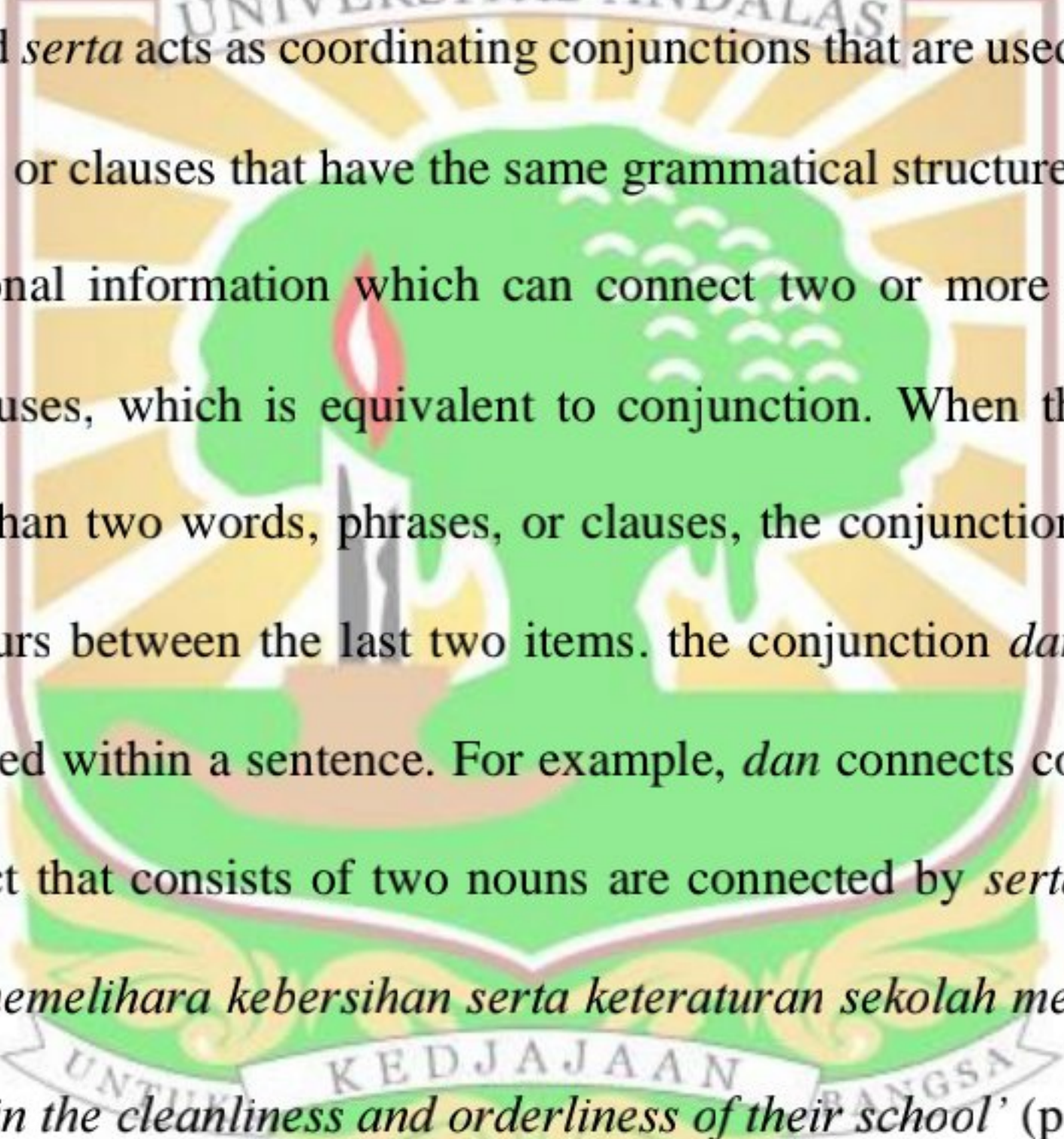
7) Nor

Nor is a coordinating conjunction that is used to connect two negative clauses or phrases which have the same grammatical level. It is similar in function to *or*, but it is used in negative constructions to indicate that both options are not applicable. Similar to *or*, *nor* can also be used to show another option (Sneddon, 2010, p.357).

1.2.5 Coordinating Conjunction in Indonesian

In Indonesian, coordinating conjunction functions to connect two independent clauses in a sentence (Sneddon, 2010, p.346). It is used to create clear and logical connections between sentence parts, making it easier to understand spoken and written communication. Sneddon further explained the function of each type of coordinating conjunctions as follows:

1) Dan, Serta



Dan and *serta* acts as coordinating conjunctions that are used to connect two words, phrases, or clauses that have the same grammatical structure. They function to state additional information which can connect two or more parallel words, phrases, or clauses, which is equivalent to conjunction. When the conjunctions connect more than two words, phrases, or clauses, the conjunction *dan* and *serta* commonly occurs between the last two items. the conjunction *dan* and *serta* can also be combined within a sentence. For example, *dan* connects coordinate verbs, while the object that consists of two nouns are connected by *serta*, as in *mereka menjaga dan memelihara kebersihan serta keteraturan sekolah mereka* 'they care for and maintain the cleanliness and orderliness of their school' (p.349).

Dan also has other synonyms such as *bersama, dengan, lagi, lalu, maka, pula, selanjutnya* (Sugono et al, 2008, p.311). In English, it is equivalent to conjunction *and*.

2) Tetapi, Tapi, Akan Tetapi

Tetapi, tapi, and akan tetapi are coordinating conjunctions which are usually used to link two words, phrases, or clauses of equal grammatical importance within

a sentence. They function to connect two statements that contradict to each other. In English, it can be stated by the conjunction *but* (Sneddon, 2010, p.346). However, if it is used to connect contradictory statements that might be surprising or unexpected, we can use coordinating conjunction *yet*.

3) Atau, Ataupun, maupun

These coordinating conjunctions are commonly used to connect between two words, phrases, or clauses within a sentence, indicating that the two elements connected by those conjunctions are associated with each other. In Indonesian, the conjunction *atau*, *ataupun*, and *maupun* function to show options, choices, or possibilities between two or more parallel words, phrases, or clauses. When it connects more than two words, phrases, or clauses, it generally occurs between the last two elements. In Indonesian, this conjunction can also be omitted to connect between two or more units without a coordinator, as in *tiga empat ribu orang bekerja siang-malam* 'two or four thousand people work day and night' (Sneddon, 2010, p.349). In English, if it is used to indicate positive options, it is equivalent to *or*. Meanwhile, for negative options, the suitable conjunction is *nor*.

4) Jadi, Maka, Sehingga

These coordinating conjunctions are used to join two clauses, signifying that both elements are related to each other. Those conjunctions function to indicate cause and effect/ reason-result relationship, by showing the cause in the first clause, following by the effect in the second clause (Sneddon, 2010, p.359). In English, it is equivalent to conjunction *so*.

5) Karena, Sebab, Lantaran

These coordinating conjunctions are used to link two clauses that have similar grammatical pattern within a sentence, indicating that the following unit is related to the preceding unit. In Indonesian, those conjunctions function to show cause and effect between two parallel clauses by presenting the effect first, then following by the cause in the next clause. In English, it is similar to conjunction *for* (Sneddon, 2010, p.352).

1.2.6 The Example of Coordinating Conjunctions in English and Indonesian

From the previous definition, we can perceive that the function of coordinating conjunctions in English and Indonesian are similar, to connect between two statements that have the same grammatical pattern. Here are the examples of English coordinating conjunctions and the Indonesian translations (Priyanto, 2022, p.252-254):

1) **And**

SL : Steve **and** Jacobs always play basketball in the afternoon.

TL : Steve **dan** Jacobs selalu bermain bola basket pada sore hari.

In this sentence, *and* functions to add one word and to link between the two parallel words with the same class, noun (Steve and Jacobs).

2) **But**

SL : I don't swim, **but** I like going to the beach.

TL : Aku tidak bisa berenang, **tapi** aku suka pergi ke pantai.

Here, the conjunction *but* connects two clauses that show contrast to each other with the same grammatical pattern (present tense). The first statement "I don't swim" contradicts with the second one "I like going to the beach".

3) Or

SL : Would you like a puppy **or** a kitten for a pet?

TL : Apakah kamu memilih anak anjing **atau** anak kucing sebagai hewan peliharaan?

Here, the conjunction *or* connects two phrases with the same grammatical level (noun phrase). The function is to show another option or choice.

4) So

SL : Maria couldn't find a bus, **so** she got on a cab instead.

TL : Maria tidak bisa menemukan bus **sehingga** dia naik taksi.

In this example, *so* links two clauses with the same grammatical pattern (past tense). The conjunction *so* is used to show that the second clause "she got on a cab instead" is the effect of the first clause "Maria couldn't find a bus".

5) Yet

SL : Miley is beautiful, **yet** not very smart.

TL : Miley itu cantik, **tapi** tidak begitu pintar.

Yet in this sentence is used to show contrast between the two adjectives, and the second statement (not very smart) is kind of unexpected compared to the first statement (beautiful).

6) For

SL : Sally is hiding behind her mother, **for** she is afraid of the dog.

TL : Sally bersembunyi di balik ibunya **karena** dia takut akan anjing itu.

In this example, *for* connects two parallel clauses (present tense). It functions to show that the second clause becomes the reason for what Sally feels in the first clause.

7) **Nor**

SL : She had not talked **nor** eaten anything since yesterday.

TL : Dia tidak berbicara **atau** makan apapun sejak kemarin.

Here, the conjunction *nor* connects two parallel verbs (past perfect tense) and functions to show negative options (not talked *nor* eaten).

1.3 Review of Previous Studies

Before doing the research, the researcher read several pieces of research related to translation research.

The first research article is titled “Translating English Conditional Conjunction in Legal Texts into Indonesian” by Sriyono et al. this journal was published in the International Journal of English Language and Translation Studies: Vol. 05, No.04, 17 December 2017. This study aimed to analyze how conditional conjunctions were translated from English into Indonesian as well its effect towards the interpretation of legal text in Indonesian. The data were taken from international agreement documents in English and its translation which were translated by certified translators. To analyze the translation technique, the source and the target text were compared, then identified what condition marked by the conditional conjunction in connecting the two propositions of the text. After that, the researcher analyzed whether the translation could maintain the legal effect interpretation in the target language or not. The result of the analysis showed that the conjunction was

translated using several techniques, either for single or double conjunctions. The translation showed the changing in term of grammatical and meaning that cause multiple interpretation on the legal text.

The second journal is titled “The Techniques of Translation and Uses the V Diagram System by Newmark” by Muji Endah Palupi which was published in *Journal of English language and Literature: Vol. 6, No.1, March 2021*. This journal aimed to analyze the types of translation methods and translation technique on the *Indonesia.go.id* website by using Newmark’s V diagram system. the researcher applied a qualitative approach by describing and explaining the data in the analysis. The results showed that from 101 data of translation method, 7 out of 8 types of methods found in the *Indonesia.go.id* website. They are free translation, literal translation, communicative translation, semantic translation, adaptation, idiomatic translation, and word-for-word translation. On top of that, from 479 data of translation technique, 13 out of 18 techniques were found such as transposition, literal, reduction, borrowing, established equivalent, calque, amplification, linguistic compression, discursive creation, modulation, linguistic amplification, adaptation, and generalization. The dominant method found on the website is free translation while the most dominant technique used is transposition.

The third journal is titled “Conjunctive Relations in Elizabeth Gilbert’s novel *Eat Pray Love* Translated into Indonesian” by Zaini Hasan and was published in the *International Journal of Economic, Technology and Social Sciences: Vol.3, No.1, 2022*. This study aimed to analyze the types of conjunctive relations, what translation procedures applied by the translator in translating the conjunction, as

well as to analyze is there any gain or loss of information in the target language by applying those procedures. In analyzing the data, the researcher used the theory of conjunctive relation from Halliday, Newmark's translation procedure, and the concept of loss and gain of information by Nida and other scholars. The findings showed that there are four types of conjunctions found in the novel: additive, adversative, causal, and temporal, and there are seven translation procedures applied by the translator: word-for-word, adaptation literal, free, faithful, Idiomatic, semantic, and communicative translation. Loss and gain of information also occurred in the translation, particularly to produce clearer and more natural translation.

The next one is a journal entitled "An Analysis of Conjunction in Descriptive Text of English Textbook Used in Tenth Grade of Senior High School" by Sianturi et al and was published in the Journal of Language Teaching and Learning, Linguistics and Literature: Vol.9, No.1, June 2021. The purpose of this study is to analyze the types of conjunctions found in the English textbook used by students grade 10 in SMAN 20 Medan as well as to identify the most common conjunction used in the English textbook. the researcher applied descriptive qualitative by conducting an observation in gathering and analyzing the data. The results showed that there are two types of conjunctions found in the English textbook used by the 10th grade students of SMAN 20 Medan: coordinating and subordinating conjunction. However, the dominant types used in that textbook is coordinating conjunction, particularly the conjunction *and*.

The last one is an article entitled “Analysis of Techniques and Translation Quality of Conjunctions of Students’ Text Majoring in D-3 Mandarin of Jendral Soedirman University: Students of Socio-Cultural Translation Course” written by Prasetyowati et al published in October 2022. The purpose of this study is to identify: (1) the types of coordinating conjunction as well as the translation technique used by the translator; (2) the translation error and the impact of the quality of the translation; (3) to look for the reason as well as the solution of this problem. The researcher applied qualitative approach and the data were collected by observation, questionnaires and interviews. The findings showed that there are 7 techniques used by the students: established equivalence, literal, deletion, and discursive creation. Based on the result of the accuracy level of the translation, it is important that the teaching method applied in the translation course in D-3 Mandarin of Jendral Soedirman University needs to be improved, particularly in applying the theory of the translation and in term of selection of the word.

1.4 Research Question

This research is focused on the translation procedures and the functions of English coordinating conjunctions into Indonesian as found in the translation of English novel *Animal Farm* by George Orwell into Indonesian.

Based on the problem identification above, the reseach questions are formulated as follows:

- 1) What are the translation procedures applied by the translator in translating English coordinating conjunctions in the English Novel *Animal Farm* by George Orwell into Indonesian *Republik Hewan*?

- 2) Are the functions of English coordinating conjunctions found in the source text (novel *Animal Farm*) same with in target text (novel *Republik Hewan*)?

1.5 Objective of the Study

Based on the research question above, the objectives of this research are:

- 1) To analyze the translation procedures applied by the translator in translating English coordinating conjunctions in the English Novel *Animal Farm* by George Orwell into Indonesian *Republik Hewan*.
- 3) To analyze the functions of English coordinating conjunctions found in the novel *Animal Farm* by George Orwell and in the *Republik Hewan*.

1.6 Scope of the Study

The scope of this study is focused on analysing the translation procedures and the functions of English coordinating conjunctions in both source and target texts. The data are taken from the English novel *Animal Farm* by George Orwell (1945) and its Indonesian Translation *Republik Hewan* translated by Djokolelono (2021). The data are sentences that contain 'Coordinating Conjunctions' found in the novel and its Indonesian translation.