Word equivalence of the bilingual storybook translation

Ila Amalia*

Universitas Islam Negeri Banten, Indonesia
*Corresponding Author; Email: ilaamalia0401@gmail.com

ABSTRACT

Equivalence is a very important factor and an inseparable part of a series of translation activities. Equivalence occurs when the linguistic units in the source language have the same meaning when it is transferred into the target language. This study aimed to describe (1) the translation difficulties in achieving word-level equivalence, and (2) the strategies in achieving word-level equivalence. The data sources were excerpts of words, phrases, and sentences from the bilingual storybook with the title *Qonita dan Peternak Ayam - Qonita and The Chicken Breeder* written by Setiawan G. Sasongko. Document observation was used as the data collection technique, meanwhile content analysis was used as the data analysis technique. The analysis of strategies and difficulties in translation were based on the theory of Baker (2011) and Newmark (1991). The results of the study indicated that the translation of bilingual storybook mostly used a word-by-word and free translation strategy to achieve word-level equivalence. The results of the analysis also revealed several types of difficulties in achieving the word-level equivalence. Those were differences in word forms, differences in the purpose and level of use of certain forms, cultural special concepts, and the absence of subordinate elements in the source language. Meanwhile, the strategies to overcome the difficulties found in achieving word-level equivalence were to eliminate certain words and to utilize more general words.

Keywords: translation process, word equivalence, translation strategy, word translation, free translation

INTRODUCTION

According to The Concise Oxford English Dictionary (2011), the word translation contains two meanings: (1) the act or example of a translation, and (2) a written or spoken expression of the meaning of words, utterances, books, etc. in other languages. Meanwhile, (Larson, 1984) defines translation as a way of transferring meaning from the source language to the target language which is done by changing the form of the first language into the form of the second language through the semantic structure. In order for the translation to be good, the translation must not only be complete and accurate, but also must reflect the use of correct grammar, appropriate writing style, and use of terminology that is consistent with the field being translated.

Based on the statement above, equivalence is an important factor in a translation process. Equivalence occurs when the linguistic units in the source language which have the same meaning are transferred into the target language by different media. According to Nida (1964), there are two types of equivalence, namely formal equivalence and equivalence. Formal equivalence focuses on the message itself, both in form and content. While dynamic equivalence is a translation principle in which the translator tries to translate the true meaning of the source language in such a way that the words in the target language will trigger the same impact on the target language readers as on the source language readers.

In terms of equivalence in translation, Larson (1984) highlights equivalence as an inseparable part of a series of translation processes. Larson emphasizes that from the beginning the translator begins to translate must be able to recognize the grammatical structure, lexicon, situation, and culture in the source language to be transferred into the target language. The

translators will continue to search for the most suitable word-level equivalence concept in the transfer process. Meanwhile, Baker (2011) defines equivalence in translation into five categories, namely equivalence at the word-level, equivalence above the word-level, equivalence at the grammatical level, textual equivalence, and pragmatic equivalence.

Popovic in Bassnett (2002) states that to achieve equivalence in translation there are four things that need to be considered, namely linguistic equivalence which refers to homogeneity, paradigmatic equivalence, stylistic equivalence, and syntagmatic equivalence. Furthermore, Baker (2011) describes one type of equivalence, namely lexical equivalence. The word is the smallest unit of language that can stand alone and carry its own meaning (Bolinger and Sears in Baker, 2011). In deciphering the meaning of a word or the equivalent of a word, there are two analysis that need to be applied. The first is structural analysis or morpheme analysis. This is done by outlining the source language word-forming morphemes (Hatim & Munday, 2004). An example is the word *rebuild* which consists of the morphemes *re* and *build* which means to build again. The second is the analysis of the components of meaning. This analysis is done by describing the meaning of a word in the source language. With this analysis the translator will find that often a word in the source language has several equivalent words in the target language. Both types of analysis are very helpful for translators in translating text at the most basic level, namely the word-level.

In achieving word-level equivalence, translators often face that the equivalent word is not available or does not exist in the target language. This phenomenon is then referred to as the dissimilarity (Baker, 1992). Furthermore, dissimilarity at the word-level is divided into eleven types, namely cultural specific concepts, source language concepts that are not available in the target language, source language concepts are semantically very complex, different perceptions of a concept, the absence of a superior element (superordinate) in the target language, the absence of subordinate elements (hyponyms) in subordinate elements, differences in interpersonal and physical perspectives, differences in expressive meaning, differences in word forms, differences in the purpose and level of use of certain forms, and the use of loanwords in the source text (Baker, 2011).

Related to the dissimilarity in translation at the word-level, there are several strategies that can be done by the translators. Among of them are using words that are more general (superordinate), using words that are more neutral or more expressive, using cultural substitution, using loan words or loanwords equipped with explanations, paraphrasing using related words, paraphrasing using unrelated words, omitting words, and translating using pictures or illustrations (Baker, 2011)

Studies on the equivalence of translation at the word-level has been done previously. Research conducted by Hasanah (2017) concluded that modality translation must pay attention to the possibility of several scopes of meaning that could appear and be ignored to achieve equivalence even though grammatical changes were unavoidable. Meanwhile Nida (2018) highlighted the techniques and strategies in achieving equivalence in a translated text. In her research, Nida concluded that equivalence in the translation of vocative texts could be achieved through several techniques. These techniques had made the translation adjust to the meaning and style of the target text. Adjustments were made by shifting the structure, changing the point of view, implicit and explicit about the information in it, as well as free translation while still paying attention to the keywords and their stylistic effects.

Rakhmyta (2018) described the level of equivalence of the translation results in a literary text. The results showed that literal translation was used by the translator more often than Larson's strategy, which was 49 out of 82 figurative word data. However, the strategies used by the translator only resulted in 51.2% equivalence in the translation. To translate other figurative words, namely by replacing figurative words in the source language with figurative words in the target language which have an equivalent meaning.

A study of equivalence in translation was also carried out by Alfaori (2017) on the translation of texts from Arabic into English and concluded that translation was not just a substitution of texts between languages. To produce an accurate translation, a translator must be aware of the purpose and meaning implied in the source text. Producing what was not equivalent

in a translation was not appropriate and distorted or obscured the meaning. Translation was the most difficult task to do and the substitution of the meaning being translated should not be deviated from the original meaning.

Hasyim et al., (2020) in their study related to the translation of semiotic meanings proposed two models related to equivalence. The first model was translation using the same concept in the source language text and target language text, which was referred as equivalence. The second model was translation using a different concept between the source language text and the target language text, which was referred as dissimilarity. This study also emphasized the use of semiotic models in translation, showing that the language perspective depended on the relationship between sign (symbol) and object.

Given the importance of equivalence in the translation process to produce a natural translated text, in this study the researcher will focus on the word-level equivalence found in a bilingual (Indonesian-English) storybook. Bilingual storybooks are generally read by children, so it is very important to ensure that the true meaning of the source language is translated correctly into the target language. The bilingual storybook was chosen as the object of research since it has not been widely explored by another researcher. In addition, this study becomes more interesting and is worth researching because the bilingual storybook entitled *Qonita dan Peternak Ayam - Qonita and The Chicken Breeder* is written and translated by the same person whose first language is Indonesian.

This study aims to analyse the word-level equivalence in the translation of a bilingual storybook. More specifically, the focus of this research is to analyse the difficulties and strategies used by the translator to achieve word-level equivalence from Indonesian into English in a bilingual storybook. The texts being analysed are in the form of words and phrases and are taken from a bilingual storybook (Indonesian-English) with the title *Petualangan Qonita*. The storybook *Adventure of Qonita* has several series, one of the series is *Qonita dan Peternak Ayam - Qonita and The Chicken Breeder* which is the object of this research.

METHOD

This research used descriptive qualitative approach with content analysis as its research design. This study aimed to analyse the word-level equivalence in the translation of a bilingual storybook. The focus of this research was to find out the difficulties and strategies encountered by the translator in translating bilingual storybook, from Indonesian to English. Data sources were taken from words, phrases, and sentences contained in the bilingual storybook entitled *Qobita dan Peternak Ayam – Qonita and The Chicken Breeder breeders*. This book was written and translated by Setiawan G. Sasongko in 2015 and published by the *Bestari* publisher, East Jakarta, Indonesia. The data collection technique used the document observation. The document (the storybook) was carefully read and examined with reference to the theory of strategies and difficulties in translation from Baker (2011) and Newmark (1991). The steps in analysing the data in this study used content analysis approach which consists of identifying the unit of meaning, selecting the parts to be analysed, identifying homogeneous groups, and drawing realistic conclusions (Bengtsson, 2016).

RESULTS AND DISCUSSION
Results

The following are excerpts of sentences contained in the bilingual storybook *Qonita dan Peternak Ayam – Qonita and The Chicken Breeder breeders* which are presented in table 1. For further discussion, it will be explained based on the analysis of words or phrases in italics presented in the Table 1.

Table 1. Analysis of difficulties and strategies Indonesian to English words translation

No.	Indonesian Texts	English Texts	Difficulties	Strategies
1	Qonita, tolong belikan *telur di* rumah pak Sirod	Qonita, please buy *some* eggs *in* Mr. Sirod's house	➢ The absence of subordinate elements (hyponyms) in the source language ➢ Differences in word form	➢ Using literal translation ➢ Using more general words (superordinate) ➢ Doing word omission
2.	Apakah ibu lupa kalau pak sirod tidak *punya warung*?	Do you forget if Mr. Sirod *have* no *small* shop?	➢ Culture-specific concepts ➢ The absence of subordinate elements (hyponyms) in the source language	➢ Doing word omission ➢ Using more general words (superordinate) ➢ Using literal translation
3.	Aku bisa bermain dengan *anak ayam* di sana	I can play with *chicks* there	➢ Differences in word form	➢ Using literal translation ➢ Doing word omission
4.	Beberapa ayamku lepas dari *kandang*	Some of my chickens escaped from the *coop*	-	➢ Using literal translation
5	Ya, aku akan membantu *pak Sirod* menangkap ayam	Yes, I will help *you* to catch *those* chickens	➢ Differences in word form	➢ Using literal translation ➢ Doing word omission
6.	Qonita dan pak sirod mengejar ayam	Qonita and Mr. Sirod *were chasing* chickens	➢ Differences in word form	➢ Using literal translation ➢ Doing word omission
7.	Qonita *menubruk* seekor ayam, tapi tidak tertangkap	Qonita *tripped over* a chicken, but *none* was caught	➢ Differences in word form ➢ Differences in purpose and degree of use of certain forms	➢ Using literal translation ➢ Doing word omission
8.	Tidak apa-apa, setelah ini aku akan *mandi*	It's okay, after this I will *take a bath*	➢ Differences in word form ➢ Differences in the purpose and degree of use of certain forms	➢ Using literal translation ➢ Doing word omission
9.	Mereka *mengejar ayam* lagi	They *continued* to chase *chickens*	➢ Differences in word form ➢ Differences in purpose and degree of use of certain forms	➢ Using Free translation ➢ Doing word omission
10.	Ayam pak Sirod sangat banyak	Mr. Sirod *had* a lot of chickens	➢ Differences in purpose and degree of use of certain forms	➢ Using Free translation ➢ Doing word omission
11.	Ada ayam jantan, ayam betina, dan anak ayam	There was rooster, hens, and chicks	➢ Differences in word form ➢ Differences in purpose and degree of use of certain forms	➢ Using literal translation ➢ Doing word omission

12.	Pak Sirod *menyusun* jerami membentuk *lingkaran*	Mr. Sirod *constructed straw* and made *a circle*	➢ Differences in word form	➢ Using literal translation ➢ Doing word omission
13.	Di tengah lingkaran jerami itu, *ayam betina* bertelur	In the middle of the circle, *hen* spawned	Differences in word form	➢ Using literal translation ➢ Doing word omission
14.	Dimana ayam *bertelur*?	Where did the chickens *lay eggs?*	➢ Differences in purpose and degree of use of certain forms	➢ Using literal translation ➢ Doing word omission
15.	Induk ayam ini sedang mengerami *telurnya*	This hen is incubating *eggs*	Differences in word form	➢ Using iteral translation ➢ Doing word omission

Based on the explanation of the data analysis of the Indonesian and English texts in the table above, the following can be explained. The translator mostly used literal translation strategy in translating the texts in the bilingual storybook. Only two strategies were found with free translation according to Newmark (1991). Meanwhile, some of the strategies used by the translator in achieving word-level equivalence were using more general words (superordinates) and omitting words (Baker, 2011). The difficulties that could be explained in the translation process included the absence of subordinate elements (hyponyms) in the source language, differences in the word form of the source language and the target language, differences in the purpose and level of use of certain forms, special cultural concepts, and the absence of subordinate elements (hyponyms) in the source language.

The example of analysis of sentence (1).

Source language: *"Qonita, tolong belikan **telur di** rumah pak Sirod"*
Target labguage: *"Qonita, please buy **some** eggs **in** Mr. Sirod's house"*

Based on the example of sentence analysis above, the type of strategy used is literal translation strategy because the author clearly translated each element from the source language into the target language, but by following the grammatical system contained in the target language (Newmark, 1991). However, the translator found difficulties in translating the form of article "some" in English. Article in Indonesian is a word that acts as following or accompanying a certain word (KBBI, 2016). Therefore, the meaning of the article can be equated with the word, and the meaning of the article is determined and limited by the noun. Indonesian users are usually not always consistent and sometimes do not even use articles in speech or writing. However, in English the presence of an article is something that is absolute. In the English translation of the sentence (1), the translator used the article some, while in the Indonesian text there is no equivalent translation of such word.

The example of analysis of sentence (2)

Source Language: *"Apakah ibu lupa kalau pak sirod tidak **punya warung**?"*
Target Language: *"Do you forget if Mr. Sirod **have** no **small shop?**"*

In the sentence above, the translator used literal translation strategy. Meanwhile, potential difficulties occurred in the translation of the words "have" and "small shop. The verbs in this interrogative sentence had two parts, namely "do" (auxiliary verb) and action verb "forget' (action verb) in infinitive form. In the English grammatical system, a question will always require an auxiliary verb and an action verb (Murphy, 2015). For the third person singular subject (*pak Sirod*) as in the example sentence above, the verb used should be "has". However, potential difficulty occurred in the absence of subordinate elements (hyponyms) in the source language, so that the strategy was to use a more general word (superordinate) in this case the word "have" (Baker, 2011)Meanwhile, in translating the word *warung* into a "small shop", this was a type of cultural-specific misconception, considering that in the context of Indonesian culture, the word *warung* is

synonymous with a small shop or kiosk. For this reason, the translator finally chose the word "small shop" to translate the word *warung*.

Meanwhile, several types of difficulties faced by the translator were differences in word forms in Indonesian and English. This type of difficulty was quite often found in the text of the bilingual storybook *The Adventure of Qonita*. The example of analysis is presented in sentence (3) below.

> Source language: "*Aku bisa bermain dengan **anak ayam** di sana*"
> Target language: "*I can play with **chicks** there*"
> Source language: "*Qonita dan pak sirod mengejar ayam*"
> Target language: "*Qonita and Mr. Sirod **were chasing** chickens*"
> Source language: "*Mereka **mengejar ayam** lagi*"
> Target language: "*They **continued** to chase **chickens***"

From the three examples of translation above, it could be explained that the translator used literal translation strategy. This could be seen from each element of the target language that was being translated word for word into the target language, by following the grammatical system contained in the target language. The difficulty encountered by the translator were differences in the form of words in the source language and the target language. This could be seen from the translation of nouns without the article "the". This was because there was no form that had equal meaning as the word "the" in the source language. So, the strategy used by the translator to maintain equivalence was to eliminate the article "the". Although word omission was applied, it did not affect the readability of the translated text.

The next analysis is related to the strategy of free translation and the difficulties in the different purposes and levels of use of certain forms. There were two examples of free translation strategies found in the storybook. The examples of the analysis will be presented in sentence (10) and sentence (9) below.

> Source language: "*Ayam pak Sirod sangat banyak*"
> Target language: "*Mr. Sirod **had** a lot of chickens*"
> Source language: "*Mereka **mengejar ayam** lagi*"
> Target language: "*They **continued** to chase **chickens***"

In the example sentence above, the translator used a free translation strategy to make the target language texts more natural when they were read or heard in the target language. The unit of translation is not only at the word-level, but can be in the form of phrases, clauses, sentences, and paragraphs (Munday, 2009). In sentence (10) the sentence *Ayam pa Sirod* was very much freely translated into *Mr. Sirod had a lot of chickens*. Here the translator did not translate every element into the target language but translated the meaning of the whole sentence, so the translation results felt more natural when read in the context of the target language. Likewise in sentence (9). The sentence *Mereka mengejar ayam lagi* was loosely translated as *They continued to chase chickens*. By being freely translated, the two translated texts could be read more natural and not rigid when read in the context of the target language.

In addition to use free translation strategies, in the example sentences (10) and (9) showed that the translator removed or added words to overcome difficulties in different purposes and levels of use of certain forms. According to Baker (2011) a word form may already have its equivalent word in the target language. In other words, in the target language translation there is already a collocation form. Collocation is the joint occurrence of word elements which in some way or another are usually related to each other, because the words occur in the same context (Halliday & Hasan, 2001). Collocation aims to explain that the words "just sound right" for native English speakers. Other combinations that may mean the same thing will seem unnatural (Baker, 2018). Examples of collation in English are "to get together", "break the rules", and "deliver a speech". Meanwhile, in some sentences found in the storybook, there were translation strategies using free translation by removing or adding words to overcome difficulties in the difference of objectives and levels of use

of certain forms. In this case using the translation of the meaning of collocation. Some examples can be seen in the following sentences (8), (14), (10).

Source language: "*Tidak apa-apa, setelah ini aku akan* **mandi**"
Target language: "*It's okay, after this I will* **take a bath**"
Source language: "*Dimana ayam* **bertelur***?*"
Target language: "*Where did the chickens* **lay eggs?**"
Source language: "*Ayam pak Sirod sangat banyak*"
Target language: *"Mr. Sirod* **had** *a lot of chickens"*

Phrases like "take a bath", "lay eggs", "a lot of" are examples of collocations in English. In order to obtain a level of equivalence, the translator must overcome difficulties in the use of certain forms such as collocations. Therefore, a strategy was carried out in the form of removing or adding certain words or phrases. For example, in the word "take a bath" where there was the addition of the words "take" and "a". In the word "lay eggs" the translator added the word "lay" so that a translation form that was commonly used in the context of the target language was created.

Discussion

Based on the research findings, it could be discussed that in translating a text from the source language to the target language, a translator would find certain difficulties in terms of achieving word-level equivalence. Baker (1992) calls it the term dissimilarity which consists of special concept of culture, concept of a source language that is not available in the target language, concept of a source language which is semantically very complex, different perceptions of a concept, absence of superior elements (superordinates) in the target language, absence of subordinate elements (hyponyms) in the target language, differences in interpersonal and physical perspectives, differences in expressive meaning, differences in word forms, differences in the purpose and level of use of certain forms, and the use of loanwords in the source text. Some of these obstacles can be overcome by one of the strategies that can be taken by a translator, namely by using free translation strategies (Newmark, 1991). In free translation, translation does not only focus on the word-level but also on the level of phrases, clauses, or sentences (Munday, 2009). This free translation strategy makes the target language texts feel more natural when read or heard in the context of the target language.

In the translation of the bilingual storybook *Qonita dan Peternak Ayam - Qonita and The Chicken Breeder* by Setiawan G. Sasongko, it could be seen that the translator used more free translation strategies because many words or phrases in the source language were not found in the target language. To create a meaning that was commensurate with the meaning in the source language, free translation could be carried out. This is in accordance with Popovic's statement in Bassnett (2002) which states that one way to achieve equivalence is to pay attention to stylistic equivalence which refers to the functional equivalence of language elements in both the source language and the target language that states expressions with various forms but have the same meaning.

To achieve a level of equivalence using translation strategy can be found in research conducted by (F. Nida, 2018). The results of this study indicated that equivalence in text translation, especially vocative texts could be achieved by several techniques, including free translation technique while still paying attention to keywords and their stylistic effects. Regarding equivalence in translation, Meilawati & Nursanti, (2018) revealed that semantic problems in translation were closely related to meaning transfer from the source language to the target language. When analysing and translating sentences, a translator needed to do it "from the standpoint of how it creates and expresses meaning" (Halliday, in Meilawati & Nursanti, 2018). Instability of meaning was very likely to occur because the translator could not reconcile the linguistic features and context of the word or phrase in the source language and the target language. Examples of this case were ambiguous words, polysemy, and oligosemi, and socio-cultural elements inherent in words/phrases.

In relation to the translation equivalence at the word-level, especially in Arabic texts based on Baker's theory (2011), research conducted by Ezzati, (2016) showed that there were several difficulties in achieving equivalence at the word-level including the voice factor (passive or active), gender (feminine or masculine), relationships between time markers (past, present, future), cultural-

specific concepts, and differences in expressive meaning. In line with the results of this current study, the research conducted by Ezzati (2016) added a strategy to achieve word-level equivalence other than using more general words or terms and the omission of certain words by exploitation and transposition at the grammatical level.

In line with research conducted by Ezzati (2016), in this current study the results of the analysis showed that the translator carried out several translation strategies including using words with more general meanings so that new meanings in the target language could be represented by the wider choice of words (superordinates). This was done to maintain the naturalness of the translation results. Naturalness is one of the important goals in the translation process in order to create acceptable translation results (Carford in Alzuhdy, 2014). Related to the naturalness of a translated work, a translator can pay attention to the concept of domestication or exile in transferring ideological elements or cultural elements (Venuti, 2008). In this case, does the translator retain terms or symbols in the source language in the translation of the target language (exile) or translate the terms in the source language into the target language with equivalent meanings (domestication).

Based on the findings of research conducted by Saroh (2021), it was known that the translator translated words, especially vulgar words, with a translation method oriented towards the target language (domestication). This was done by using the communicative translation method. In communicative translation, the translator tries to translate the contextual meaning in the source language texts, so that it could be accepted by the target language readers (Febriansyah et al., 2021). The ideology of localization, domestication, or the orientation of the target language used by the translator reflected the existence of cultural concepts that readers of the target language might not understand. Strategies that were oriented towards the ideology of domestication or localization were carried out by the translator in an effort to make it easier for readers to understand the contents of the text in the target language (Arianto & Fadly, 2020)

Talking about equivalence in translation work, the research conducted by Triyono (2019) in translating verbal humor from Mandarin into Indonesian showed that not all verbal humor had reached a formal equivalent or a dynamic equivalent in the target language. To achieve this formal equivalent, there were several translation methods that could be used. Therefore, for the translation works that did not fully reach equivalence, the researcher proposed to change some translation methods that were more in line with the cultural humor approach. Some of the methods proposed were literal translation, replacement, and free translation (Triyono, 2019). Regarding the technique or method in a translation process, research conducted by Mustafa & Kholid (2019) showed that there were some of the most dominant techniques used by a translator in translating English (source language) into Indonesian (target language) to achieve equivalence or naturalness of the translation works. These techniques were amplification, reduction, transposition, borrowing, modulation, and literal translation.

From the results of this study, it can be inferred that without equivalence at a certain level, in this context, equivalence at the word-level, the translated text in the target language cannot be considered as a good or natural translation. In other words, equivalence is an absolute necessity and requirement for a proficient work of translation (Catford, 1965).

CONCLUSIONS

Based on the research findings, it could be concluded as follows. The translation process in the bilingual storybook of the adventure series *Qonita dan Peternak Ayam - Qonita and The Chicken Breeder* used a literal translation and free translation strategies to achieve word-level equivalence. Each word element in the source language text was translated one by one according to the system or rules contained in the target language. Only a small number of texts used free translation strategy to achieve a more natural translation result in the context of the target language. Some of the difficulties found in translating of the bilingual storybook to achieve word-level equivalence were differences in word form, differences in the purpose and level of use of certain forms, cultural-specific concepts, and the absence of subordinate elements (hyponyms) in the source language. Meanwhile, to overcome these difficulties, two strategies were found, namely omitting words and using more general words (super ordinates).

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