

TRANSLATION TECHNIQUES ANALYSIS OF LOCAL TERMS IN THE ABSTRACTS OF LITERATURE RESEARCH ARTICLES

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ABSTRACT

The research aims to identify the translation techniques and translation equivalence of local terms in abstracts of literature article journals. The data consist of 35 abstracts taken from literature articles published between 2020 – 2024, with a specific focus on local terminology translated from Indonesian to English. To achieve these research objectives, the researcher employed a qualitative research method with a case study design. The research adopted 18 types of translation techniques based on the framework of Molina & Albir (2002), which provide a comprehensive classification of translation techniques. In addition, the research analyzed translation equivalence by applying the frameworks proposed by Baker (1992) and Nida (1964), providing an understanding of how well the original meaning is maintained during translation. A total of 712 data points were collected from the selected abstracts. The translation techniques were grouped into four categories based on their usage: single techniques (88.76%), duplet technique (7.16 %), triplet technique (3.79%), and quadruplet technique (0.28%). Translation equivalence was also categorized into three types: dynamic equivalence (2.53%), formal equivalence (23.88%), and non-equivalence (73.60%). The findings reveal that borrowing (72.19%) emerged as the most dominant single technique in translating local terms. This indicates that translators often retained local terms in their original form, this aims to preserve cultural identity and avoid misinterpretation due to a lack of equivalent terms in the target language.

Keywords: translation technique, translation equivalent, abstract, local terms

ABSTRAK

Penelitian ini bertujuan untuk mengidentifikasi teknik penerjemahan dan kesepadanan terjemahan pada istilah-istilah tradisional dalam abstrak artikel jurnal sastra. Data penelitian ini berupa 35 abstrak yang diambil dari artikel-artikel sastra yang diterbitkan antara tahun 2020-2024, dengan fokus khusus pada

istilah-istilah tradisional yang diterjemahkan dari bahasa Indonesia ke bahasa Inggris. Untuk mencapai tujuan penelitian ini, peneliti menggunakan metode penelitian kualitatif dengan desain studi kasus. Penelitian ini menggunakan 18 jenis teknik penerjemahan berdasarkan kerangka kerja Molina & Albir (2002), yang menyediakan klasifikasi teknik penerjemahan yang komprehensif. Selain itu, penelitian ini juga menganalisis kesepadanan terjemahan dengan menerapkan kerangka kerja yang diusulkan oleh Nida (1964) dan Baker (1992), yang memberikan pemahaman tentang seberapa baik makna asli dipertahankan selama penerjemahan. Sebanyak 712 data utama dikumpulkan dari abstrak yang dipilih. Teknik penerjemahan dikelompokkan ke dalam empat kategori berdasarkan penggunaannya: teknik tunggal (88,76%), teknik bait (7,16%), teknik triplet (3,79%), dan teknik kuadruplet (0,28%). Kesepadanan terjemahan juga dikategorikan ke dalam tiga jenis: kesepadanan dinamis (2,53%), kesepadanan formal (23,88), dan non-kesepadanan (73,60%). Temuan menunjukkan bahwa peminjaman (72,19%) muncul sebagai teknik tunggal yang paling dominan dalam menerjemahkan istilah-istilah tradisional. Hal ini mengindikasikan bahwa penerjemah sering kali mempertahankan istilah tradisional dalam bentuk aslinya, hal ini bertujuan untuk mempertahankan identitas budaya dan menghindari kesalahan penerjemahan karena kurangnya padanan istilah dalam bahasa sasaran.

Keywords: teknik penerjemahan, kesepadanan terjemahan, abstrak, istilah tradisional

A. INTRODUCTION

In an increasingly interconnected and fast-changing world, particularly in education, the ability to access and share information across languages is crucial for sustained global progress. Translation plays a central role in this process by facilitating the exchange of knowledge, scientific discoveries, and technological advancements across linguistic boundaries. It is not a simple task; translation requires careful planning and involves complex procedures. Translators must consider linguistic, cultural, and contextual factors to ensure that the meaning remains accurate and relevant. This makes translation a key tool in education and international collaboration.

Translation is fundamentally about transferring meaning from a source language (SL) to a target language (TL). According to Eskandari et al (2023), this process requires adapting both linguistic and cultural elements. Silalahi & Sipayung (2021) emphasize that while the form in the TL may change, the meaning of the SL must remain consistent. Dawi et al (2024) highlight the importance of translation techniques to achieve equivalence between languages. They reference Molina & Albir's (2002) model, which consists of 18 techniques. These techniques help translators overcome specific challenges to produce high-quality, accurate, and culturally acceptable translations. In addition to technique, translation equivalence is a core concept in assessing the quality of a translation Dejun & Xiaodong (2023). It refers to the degree to which the translated text accurately reflects the meaning,

style, and function of the source text. In academic contexts, translation—especially of abstracts—enables researchers around the world to access and understand scholarly work published in different languages.

This research builds upon previous studies, including studies by Febryanto et al (2021) and Firdausyiah et al (2021) on abstract translation. It also acknowledges a range of previous studies focused on other translation fields such as bilingual storybooks, movie subtitles, novels, Quranic verses, songs, brochures, mythology, legal texts, advertisements, websites, and museum captions. Despite the growing body of research, the translation of local language terms in academic literature abstracts remains underexplored. This research seeks to address this gap by analyzing how local or indigenous terms are translated and what techniques are used to maintain meaning and achieve equivalence.

The main objective of this study is to identify the translation techniques used in Indonesian-to-English translations of academic abstracts in literature articles published between 2020 – 2024, with a specific focus on how local or indigenous terms are rendered in English. It uses Molina & Albir's (2002) framework for identifying translation techniques and applying Baker's (1992) and Nida's (1964) frameworks to assess translation equivalence. The study employs a qualitative case study method to explore the effectiveness of these techniques in preserving meaning and addressing cultural nuances. Through this approach, the research aims to offer a detailed understanding of translation strategies used in academic writing.

The significance of this research lies in its theoretical and practical contributions to translation studies. Theoretically, it offers valuable insights into the application of translation techniques and the concept of translation equivalence in academic abstracts. It can serve as a reference for future studies in literature translation. Practically, the findings are expected to assist students, translators, and researchers in improving the quality of their academic abstracts in English, particularly when dealing with culturally specific terms. Ultimately, the study aims to enhance the accessibility of Indonesian academic work on a global scale by promoting more accurate and culturally sensitive translation practices.

B. THEORETICAL FRAMEWORK

1. Abstract

An abstract is a concise yet comprehensive summary of a larger academic work—such as a thesis, article, or research paper—ranging from 150 to 250 words, and is typically placed at the beginning of the document. It presents the core elements of the research, including the background or objective, methodology, findings, and conclusions, enabling readers to quickly determine the relevance of the study to their interests without reading the entire paper (William, 2024). Beyond summarizing content, an abstract also serves important functional purposes in academic contexts, particularly for indexing in databases and improving the discoverability of scholarly work.

The structure of an effective abstract is not arbitrary but guided by conventions specific to academic disciplines. Swales' (1990) Move Analysis theory identifies a series of rhetorical moves commonly found in abstracts: establishing the research territory (introduction), presenting the purpose, explaining the methodology, summarizing the results, and stating the implications or conclusions. This framework helps writers craft abstracts that are coherent and informative, aligning with academic expectations. Furthermore, the abstract's tone and language often reflect disciplinary norms, maintaining clarity, formality, and precision. As Noori (2024) points out, many academic journals and conferences require abstracts during the submission stage to assess the suitability of a paper for publication or presentation, making the abstract not only a summary but a critical part of the academic publishing and peer review process.

2. Translation

Translation is the process of conveying spoken or written content from one language to another while preserving its original meaning, tone, and context (Schleiermacher & Bernofsky, 2021). It requires more than linguistic accuracy, demanding awareness of cultural nuances, idiomatic expressions, and situational context. As Barnwell (2022) explains, effective translation ensures the message is communicated clearly and naturally to the target audience. One influential approach is Skopos Theory, introduced by Hans J. Vermeer in the late 1970s, which emphasizes the function or purpose of a translation rather than strict linguistic equivalence. This theory is especially beneficial in professional and specialized fields, where achieving functional goals is more important than literal accuracy (Alsager & Al-Mohizea, 2023). Moreover, translation extends beyond language skills, involving historical, cultural, and social considerations. Despite technological advancements such as machine translation (MT) and computer-assisted translation (CAT), human translators remain essential in capturing emotions, tone, and cultural meaning (Munday, et al 2022).

3. Translation Technique

The technique of translation refers to the specific procedures or methods applied by translators to convey meaning from a source language (SL) to a target language (TL) while maintaining accuracy and ensuring the message's linguistic and cultural relevance. According to Molina & Albir (2002), translation techniques are the operational choices made at a micro-level to address linguistic and contextual differences between languages. Each technique serves a unique purpose depending on the nature of the text and the challenges encountered during the translation process. They identified 18 distinct translation techniques, namely:

- a. Adaptation:** A technique where cultural elements in the SL are replaced with culturally equivalent elements in the TL to make them more relatable to the audience.
- b. Amplification:** Adding additional information in the TL to explain concepts that are implicit in the SL.
- c. Borrowing:** A technique of taking a word from the SL directly in the TL without translation. It can be pure borrowing (unaltered) or naturalized borrowing (adjusted to fit TL norms).

- d. **Calque:** A literal translation of phrases or expressions, preserving the original structure and meaning.
- e. **Compensation:** A technique used to introduce a stylistic or linguistic effect in one part of the TL text to compensate for its loss in another part. This technique is often used when a direct translation sounds awkward or fails to convey the original intent.
- f. **Description:** Replacing a term with a descriptive equivalent to explain its meaning in the TL.
- g. **Discursive Creation:** A translation technique where the translator establishes a temporary equivalence that is unpredictable out of context. This approach often involves creating a completely new phrase, title, or expression in the target language (TL) that conveys the essence, tone, or intent of the source language (SL), rather than adhering strictly to the original wording.
- h. **Established Equivalent:** This technique is also known as a technique that uses a recognized/accepted standard translation. Similarly, Established Equivalent is a technique for phrases or expressions recognized from a dictionary or language and employed as equivalents in the target language.
- i. **Generalization:** Replacing a specific term in the SL with a more general or neutral term in the TL.
- j. **Linguistic Amplification:** Linguistic amplification involves adding extra-linguistic elements to a translation in the target language (TL) to clarify or adapt the message, often used in consecutive interpreting or dubbing. It ensures the message resonates culturally or contextually in the TL.
- k. **Linguistic Compression:** To combine linguistic components in the TL. This is commonly utilized in simultaneous interpretation and subtitling. Condensing the SL expression into fewer words in the TL while maintaining the meaning.
- l. **Literal:** Translating word-for-word while preserving the structure and meaning of the SL.
- m. **Modulation:** Changing the perspective or conceptual focus of the SL while keeping its meaning in the TL.
- n. **Particularization:** Using a more specific term in the TL than the general term in the SL.
- o. **Reduction:** Omitting information in the TL that is present in the SL but not essential for understanding.
- p. **Substitution:** To change linguistic elements for paralinguistic elements (intonation, gestures) or vice versa. Replacing a linguistic or cultural element from the SL with one that performs a similar function in the TL.
- q. **Transposition:** Changing the grammatical structure from the SL to the TL while retaining the meaning.
- r. **Variation:** Changing linguistic or paralinguistic elements, such as tone, style, or dialect, to adapt to the TL audience.

4. Translation Equivalence

Nida's (1964) theory of translation equivalence remains foundational in translation studies, distinguishing between dynamic and formal equivalence. Dynamic equivalence focuses on delivering the original message's meaning and emotional impact in a way that resonates naturally with the target audience, prioritizing reader response over literal form (Noor et al, 2024). In contrast, formal equivalence retains the original structure and terminology, often leading to more rigid translations (Abouabdulqader, 2020). Newmark,(1988) emphasized that the goal of translation should be to achieve an "equivalent effect" on the target audience. However, this is often challenged by non-equivalence, particularly at the word level, where no direct target language (TL) equivalent exists for a source language (SL) term. Baker (1992) outlined some common causes of non-equivalence, such as culture-specific concepts, semantic complexity, lack of lexicalization, or expressive meaning differences. These challenges underscore the complexity of achieving equivalence and the importance of translator judgment and cultural awareness.

C. RESEARCH METHOD

1. Research Method

This research uses a qualitative case study design to explore translation techniques and equivalence in literary abstracts. Document analysis serves as the main tool, enabling systematic examination of textual data. This approach supports a deep, contextual understanding of translation practices through detailed pattern identification and interpretation (Mantula et al, 2024; Tracy, 2024).

2. Data Source

This study will use 35 abstracts from Sinta-indexed literature journals, selected through purposive sampling to ensure relevance and data richness (Staller, 2021). By focusing on credible sources, the research will ensure that the data will come from reputable and credible academic publications. The careful selection of these abstracts will be crucial to achieving meaningful and reliable research results.

3. Data Collection

This research collects data through six systematic steps: identifying relevant Sinta-indexed journals, selecting 35 bilingual abstracts with local terms, retrieving and organizing them with metadata, and analyzing translation techniques (Molina & Albir, 2002) and equivalence (Baker, 1992; Nida, 1964). Expert validation ensures accuracy and minimizes subjectivity.

D. FINDINGS AND DISCUSSION

1. Findings

This study analyzed 35 literary abstracts (2020–2024) originally in Indonesian with English translations, focusing on local terms to examine applied translation techniques and translation equivalence in conveying meaning across languages.

a. Translation Technique

Molina & Albir's (2002) theory of translation techniques was employed to analyze the data. Each sentence in the SL (Indonesian) and the TL (English) was

examined word by word or phrase by phrase to identify the translation techniques used in local terminology. The entire data consist of 712 data. It was found by the researcher that not all types of translation techniques were used in the abstract. The data from abstracts were divided into single, duplet, triplet, and quadruplet.

1. Single Translation Technique

Table 1 Single Translation Technique

No	Techniques	Frequency	Percentages
1	Borrowing	514	72,19
2	Established Equivalent	67	9,41
3	Literal	19	2,67
4	Adaptation	15	2,11
5	Generalization	5	0,70
6	Transposition	5	0,70
7	Calque	3	0,42
8	Description	2	0,28
9	Particularization	2	0,28
Total		632	88,76

In the abstracts, there are 514 single borrowing techniques as the most frequent, that were divided into 491 pure borrowing and 23 naturalized borrowing. This finding indicates that the translator tended to preserve the original terms from the source language to maintain cultural authenticity and linguistic accuracy.

a. Pure Borrowing

SL: *pabetot bakakak*

TL: *pabetot bakakak*

Pure borrowing occurs when a word or phrase from the source language is transferred directly into the target language without any changes. In this example, "*pabetot bakakak*" remains exactly the same in both the source and target language to preserve its original cultural meaning.

Pabetot bakakak is a Sundanese term that literally means "pulling each other's grilled chicken" (Malik et al, 2023). It refers to a traditional Sundanese custom often performed during special occasions such as weddings or community celebrations. In this activity, two people pull opposite sides of a whole grilled chicken (usually *bakakak hayam*, a traditional Sundanese dish), and whoever gets the larger portion is believed to receive good fortune or a

blessing. This practice symbolizes competition, luck, and shared joy among the participants, reflecting the communal and festive spirit of Sundanese culture.

b. Naturalized Borrowing

SL: *tradisional*

TL: traditional

Naturalized borrowing happens when a word from the source language is adapted to fit the spelling or pronunciation rules of the target language. In this example, "*tradisional*" from the source language is adjusted to "traditional" in the target language to match English linguistic norms while keeping the original meaning. The Indonesian word "*tradisional*" and the English word "traditional," which originates from the Latin *traditionem*, meaning "delivery or inheritance."

2. Duplet Translation Technique

Table 2 Duplet Translation Technique

No	Techniques	Frequency	Percentages
1	Borrowing, Established Equivalent	27	3,79
2	Amplification, Borrowing	7	0,98
3	Amplification, Established Equivalent	6	0,84
4	Established Equivalent, Literal	5	0,70
5	Borrowing, Reduction	2	0,28
6	Amplification, Reduction	1	0,14
7	Amplification, Particularization	1	0,14
8	Borrowing, Calque	1	0,14
9	Generalization, Transposition	1	0,14
Total		51	7,16

In the abstracts, there are 27 combinations of the duplet translation technique, which is borrowing and established equivalent as the most frequent. This finding indicates that the translator tended to use borrowing and established equivalent techniques more frequently to maintain cultural authenticity while ensuring the translated terms remained understandable and aligned with commonly accepted target language usage.

SL: *piranti uborampe*

TL: *uborampe* tools

The translation of "*piranti uborampe*" into "*uborampe* tools" shows the use of a duplet technique by combining borrowing "*uborampe*" and established

equivalent "tools" to preserve cultural meaning while making the term understandable in the target language.

3. Triplet Translation Technique

Table 3 Triplet Translation Technique

No	Techniques	Frequency	Percentages
1	Amplification, Borrowing, Established Equivalent	15	2,11
2	Borrowing, Established Equivalent, Literal	5	0,70
3	Amplification, Borrowing, Literal	3	0,42
4	Borrowing, Generalization, Reduction	1	0,14
5	Borrowing, Established Equivalent, Reduction	1	0,14
6	amplification, established equivalent, transposition	1	0,14
7	amplification, established equivalent, literal	1	0,14
Total		27	3,79

In the abstracts, there are 15 combinations of triplet translation techniques which is amplification, borrowing, and established equivalent as the most frequent. This finding indicates that the translator tended to combine amplification, borrowing, and established equivalent techniques to preserve cultural authenticity, clarify meaning, and ensure linguistic accuracy, especially when translating culturally specific terms that may not have direct equivalents in the target language.

SL: *Lilin*, makna simboliknya sebagai penerang

TL: Candles, its symbolic meaning is as a light in life

Borrowing is used with the term symbolic, which comes directly from the source language simbolik (with roots in Greek *symbolikos*). Amplification is applied with the phrase "...in life", adding extra context to clarify the meaning. The established equivalent is found in the use of Candles, which accurately represents *Lilin* in the target language.

4. Quadruplet Translation Technique

Table 4 Quadruplet Translation Technique

No	Techniques	Frequency	Percentages
1	Amplification, Borrowing, Generalization, Reduction	1	0,14
2	Adaptation, Amplification, Borrowing, Established Equivalent	1	0,14
Total		2	0,28

In the abstracts, there is 1 combination of quadruplet translation techniques which is amplification, borrowing, generalization, and reduction. This finding indicates that the translator tended to combine amplification, borrowing, generalization, and reduction techniques to balance clarity, cultural preservation, and linguistic efficiency. These strategies were used to make culturally specific terms more accessible to target readers while retaining essential meaning and context from the source language.

SL: *Lirik kakawihan permainan tradisional Sunda*

TL: The lyrics of traditional Sundanese children's songs

Amplification is shown through the addition of the article "The" to clarify the subject in the target language. Borrowing is applied in the word "traditional", which is directly taken from the source language term "*tradisional*". Generalization is present in the use of "children's songs" as a broader term to represent "*kakawihan*", while reduction occurs by omitting the specific word "*permainan*" (games), which is not carried over into the translation.

5. Translation Equivalence

Baker's (1992) and Nida's (1964) theories were applied to identify translation equivalents in abstracts by examining each sentence in the SL and TL word by word. After the translation techniques were analyzed, each equivalence case was manually classified, and the frequency and percentage of each type were calculated.

Table 5 Translation Equivalence

No	Equivalence	Frequency	Percentages
1	Non-Equivalence	524	73,60
2	Formal Equivalence	170	23,88
3	Dynamic Equivalence	18	2,53
Total		712	100,00

The findings show that most translations in the abstracts resulted in non-equivalence, indicating challenges in preserving meaning. This suggests translators often had to adapt the content due to cultural, linguistic, or contextual differences, especially with culturally specific or local terms.

There are 524 data which includes non-equivalence translation in the abstracts. According to Rustandi et al (2021), non-equivalence at word level means that the target language has no direct equivalent for a word which occurs in the source text.

SL: *ngeuyeuk seureuh*

TL: *ngeuyeuk seureuh*

In this case, the source language (SL) term "*ngeuyeuk seureuh*" is retained exactly in the target language (TL) without translation. This is categorized as non-equivalence because "*ngeuyeuk seureuh*" is a culturally specific term with no direct equivalent in English, and its meaning cannot be easily conveyed through a simple translation.

6. Discussions

Molina & Albir (2002) define translation techniques as deliberate choices based on context, purpose, and audience, reflecting strategic decisions for effective meaning transfer. They outline 18 specific techniques Baker (1992) and Nida (1964) add frameworks for understanding meaning transfer and challenges, emphasizing formal, dynamic, and non-equivalence concepts in translation.

The research analyzes 35 literature article abstracts to identify translation techniques and equivalence, focusing specifically on local and indigenous terminology. It follows a method of classifying terms into relevant techniques and equivalence types. Compared to previous studies, this research narrows its scope to culturally embedded terms rather than general technical content.

Results show 712 translation technique data: 632 single, 51 duplet, 27 triplet, and 2 quadruplet. For equivalence, 524 cases showed non-equivalence, 170 formal, and 18 dynamic. Out of 18 techniques, only 11 were used, with borrowing being most frequent, indicating a tendency to retain original terms for cultural and linguistic accuracy.

Several mistranslations of local terms were found, such as "Brahmana" rendered as "Brahminana," and "pitegas" as "pipertis," demonstrating errors in spelling, understanding, or cultural interpretation. These mistakes reflect a lack of cultural awareness and linguistic accuracy, emphasizing the need for context-sensitive translation, especially with culturally rich or local terms.

Borrowing dominated as the primary translation technique, but its overuse led to high non-equivalence levels. Without adequate explanation, borrowed terms reduced clarity and accessibility for foreign readers. This highlights the need for better intercultural mediation and balanced translation strategies, particularly in academic contexts, to preserve both meaning and reader understanding.

E. CONCLUSION

The findings of this study revealed that 11 out of 18 translation techniques by Molina & Albir (2002) were used in the analyzed literary article abstracts, with Borrowing emerging as the most dominant technique, particularly as a single technique (72.19%). The use of techniques was further categorized into single, duplet, triplet, and quadruplet combinations, with the majority falling under single techniques (88.76%). Despite the variety of techniques used, the results showed that non-equivalence was the most common outcome (73.60%), while formal and dynamic equivalence were significantly lower. This indicates that many translations, especially of local or culturally specific terms, lacked clarity or failed to fully convey the intended meaning, resulting in mistranslations and decreased accessibility for target readers.

Compared to previous studies that typically found literal translation as the most frequently used technique and did not focus on culturally embedded terminology, this research provides a new perspective by specifically analyzing the translation of local and indigenous terms in literary abstracts. The study highlights the translators' tendency to preserve source terms through borrowing, yet also underlines the risk of reducing the communicative effectiveness when such terms are not properly contextualized. By emphasizing the importance of using dynamic and formal equivalence more thoughtfully, this research contributes to a deeper understanding of translation practices involving cultural and linguistic nuances and offers valuable insights for improving the quality of academic translations in literature.

From the results of the analysis, some suggestions are provided for other readers that might be helpful through this paper to understand translation techniques, especially when dealing with local or culturally specific terms. The researcher hopes this study can be used as a reference for readers who wish to expand their knowledge about translation strategies and challenges in academic writing. This research specifically focuses on analyzing translation techniques in literary article abstracts published between 2020 and 2024, particularly those involving local terminology. Therefore, the researcher suggests that future researchers who are interested in studying translation techniques should consider using different theoretical frameworks or models, such as Vinay and Darbelnet's or Newmark's theories, to offer deeper, comparative insights and broaden the scope of analysis.

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