Investigating translation strategies in Indonesian best seller novel

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Recommended APA Citation
Fata, I. A., Jannah, M., Daud, B., Muktabar, F., & Wahyuni, S. (2022). Investigating translation strategies in Indonesian best seller novel. *Englisia: Journal of Language, Education, and Humanities, 9*(2), 74-90. https://doi.org/10.22373/ej.v9i2.11804

ABSTRACT

Translation strategies have been the subject of extensive investigation. Most people believe that translators use specific strategies and that basic translation strategies are sometimes insufficient. As a result, numerous scholars have investigated and analyzed various translation techniques from various perspectives. This study determined the translation strategies in the novel of *Negeri 5 Menara* and its English version, the land of five towers using Baker's (2011) framework. This study was conducted using a descriptive qualitative technique to determine the translation strategies in *Negeri 5 Menara* and its English version, the land of five towers. There were 130 data points in

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all. According to the findings, 11% about the use of the more general word, 14 % in the use of the more neutral or expensive word, 8% of cultural substitution, 5% of loan words, 4% of omission, paraphrase with related terms accounted for 57% of all translation tactics, while paraphrasing with unrelated words accounted for 2%, and there was no data on illustration. There were 21 uncategorized data points for every given strategy. It was predicted that in the future, a translator, who is also a pre-service teacher, should widen his or her translation methodologies in order to combat non-equivalence translation.

Keywords: *Translation; Translation strategies; Novel; Indonesia*

1. Introduction

When the subject of the translation is a work of art, such as a novel, translation has already become complex. Because translation is a process of transforming the source language into a target language by modifying the words depending on the context or the target language in adapting the content, it is difficult for the translator to demonstrate the notion of the source language. As a result, the translator must be able to convert the concept of the original work from the source language into a translation output that has the same concept in the target language. Translators must have a complete understanding and knowledge of the original work's concept, which includes the source language, culture, and the novel's author. Furthermore, the translator must be familiar with the target language's culture (Akrom, 2013; Dragsted & Carl, 2017; Ramsden, 2021; Trisnawati, 2014).

The process of translating the meaning of the source language into the receptor language is defined by Dungcik and Bety (2014). This is performed by transiting from the first language's form to the second language's form utilizing semantic structure. It is meaning that is transferred and must be maintained.

Acioly-Régnier, Koroleva, Mikhaleva, and Régnier (2015) investigated how Iranian university students use translation as a writing strategy. To achieve this goal, 40 students studying English as a foreign language at Shiraz Azad University were chosen at random to participate in the study, which employed two questionnaires and one interview guide devised by Ramsden (2021) and modified to the Iranian context. According to the findings, university students in Iran indicated that translation from Farsi considerably helped to the development of their writing ability, and they utilized translation as a learning strategy to acquire writing in English on a medium to a high level.

Dragsted and Carl (2017), on the other hand, used a developed survey to investigate 351 Taiwanese junior college students' beliefs about the role of translation in English learning, classify the translation strategies that students used to learn English, investigate the relationships between students' beliefs and translation use, and evaluate the extent to which learners' background variables related to their beliefs about translation and its strategic use. Surveys and qualitative interviews were used to attain

these goals while analyzing this research. Students utilized translation the most to learn English vocabulary words, idioms, phrases, and grammar, to read, write, and speak English, and to evaluate their reading and listening comprehension. Learners used a range of tactics including translation, cognitive, memory, and compensatory, social, and affective strategies, according to the study. In this study, Dragsted and Carl classified the technique of translation used by the translator into 11 out of 18 techniques as suggested by Fois (2020) namely adaptation, amplification, borrowing, compensation, description, generalization, literal translation, modulation, particularization, reduction, and transposition, then she also added there was the other technique used i.e. omission proposed by Dinckan (2010). Based on this research, they revealed that the quality of meaning equivalence was fully equivalent.

Aside from translation studies, other research related to *Negeri 5 Menara* also has been done, one of which was the study of code-switching and code-mixing. Rohmani (2013) qualitatively observed three aspects of code-switching and code-mixing in the conversation performed by characters of *Negeri 5 Menara* i.e. 1) the forms, 2) the factors causing it, and 3) the functions of its use. The result of the study revealed four types of code-switching and seven types of code-mixing. She later explained that the speaker's personality, the partner of speech, the functions and the objectives of the speech, and the situation in which the speech takes place were contributed to causing code-switching. Meanwhile, code-mixing was caused by the speaker's social and educational background and the nuance of religious and local references in the conversation. Lastly, she explained that code-switching and code-mixing in the novel function as a technique by which the speaker used to deliver a certain message in the conversation as in explaining a particular thing, making a command, performing praying, asking a question, and confirming one's intention.

Because translation studies are based on the concept of meaning, different approaches in these studies refer to different types of meaning: for example, some scholars focus on lexical patterns in source texts and translations Fois (2020), while others focus on how text utterances function within their immediate contexts (Hvelplund, 2017). Some studies, on the other hand, focus on the overall impact of the work on its audience or society (Ivanova, 2016), while others use the philosophy of language to look at meaning in translation (Cotos, 2014). Several studies focused on the work of translation in which *Negeri 5 Menara* serves as the research data of this study.

Therefore, translation is quite difficult task to be translated as the original language content, because it is affected by the culture, religion value, symbol, etc of the authors' background in composing *Negeri 5 Menara*. In literary work, translation is not going to change the source language into the target language as stated by Newmark (1998). Then added by Halliday (2014) that the written language has its own meaning and wording. Thus, translating the literary work such as novel is used to deal with the specific language background or culture of the author which makes the readers comprehended or accepted the content and the value of the translation properly. The

researchers took the novel of *Negeri 5 Menara* to conduct the research about the translation methods used in this novel based on Baker's theory.

After assessing many previous studies, the state of art of research on translation problems in novel, there are only a few employed the framework of (Baker, 2011), thus this study will fill in void. The research question addressed was: What translation strategies are employed in the novel of *Negeri 5 Menara* and its English version *the land of five towers*?

2. Literature review

2.1. Translation strategies

Translation strategy, according to Krings (1996, p. 18) is a "potentially conscious translator's plan to solve a concrete translation problem within the framework of a concrete translation task", and Seguinot (1999) believes that translators use at least three global strategies: (i) translate without interruption for as long as possible; (ii) correct surface faults promptly; and (iii) leave monitoring for qualitative or stylistic errors in the text to the revision stage.

Furthermore, Loescher (2001) defines translation strategy as a potentially conscious procedure for solving problems encountered in translating a text, or any segment thereof. As stated in this definition, the concept of awareness is critical in distinguishing the learner's or translator's strategies. According to Cohen (1998), it is this element of awareness that distinguishes strategy from non-strategic processes.

Additionally, Bell (1998) distinguishes between global (related to the entire text) and local (related to text segments) strategies, claiming that these distinctions are the result of different types of translation problems.

Baker (2011) presents eight translation strategies to handle the common problems of non-equivalence mentioned previously.

2.1.1. The use of more general word

Baker (2011) proposes that when the target language text lacks particular terminology (hyponym) from the source language (SL, hence after) text, the translator use a more generic word (superordinate) to solve the difficulty. In fact, as Baker points out, this is the most typical technique for dealing with various types of equivalence. For instance, the English *shampoo*—a verb, is translated into *lavar* in Spanish which is back-translated into *to wash*. *Shampooing* is related to *washing* although it is more restricted in use; *wash* can relate to the process of cleaning lots of things, but *shampoo* is limited to only imply hair washing.

2.1.2. The use of more neutral or expressive word

The word *mumble* in English and its nearest Italian equivalence, *mugugnare* convey different expressive meanings. The English verb *mumble* indicates confusion, disorientation, or embarrassment. The Italian equivalence *mugugnare* tends to suggest

dissatisfaction rather than embarrassment or confusion. Hence, it is best to translate *mumble* into *suggerisce* which means *suggest* in Italian.

2.1.3. Cultural substitution

A translator can substitute a culturally distinctive item or expression with a target language item that has a different propositional meaning but has the same effect on the target reader. This method introduces the reader to a notion that he or she is familiar with.

2.1.4. Loan word or loan word plus explanation

According to Halliday (2007), this strategy is used particularly to deal with culture-specific items, modern concepts, and buzz words—fashionable words or phrases at a particular time or in a particular context. Baker (2011) gives an example of Arabic target text that borrows an English word cap by adding a further explanation to it; cap, a hat that covers the hair.

It is useful to add an explanation to the loan word when the word is repeated several times in the text. Once the word has been defined, there is no need to provide another explanation when it appears for the second or third time in the text; the reader can grasp it without being distracted by further long explanations.

2.1.5. Paraphrasing using related words

This strategy tends to be used when the concept expressed by the source item is lexicalized in the target language but a different form (Baker, 2011). For example, the word related can be paraphrased into having a kinship relation in Chinese as in the sentence giant pandas are related to the bears: giant pandas have a kinship relationship with the bears.

2.1.6. Paraphrasing using unrelated words

In some contexts, the paraphrase strategy still can be used even if the source language concept is completely not lexicalized in the target language (TL, henceforth), as suggested by Baker (p. 38). She further explains that the paraphrase may be made by modifying a superordinate. In Chinese, accessible can be paraphrased into where human beings enter most easily.

2.1.7. Omission

A translator can choose to omit to translate a particular word with no equivalence in the TL text as mentioned by Baker (2011). However, a translation fails to deliver the whole meaning of a text when certain words are discarded. Therefore, it should be noted that the omission of the word does not affect the major plot of the text. Baker advises only using this strategy as the last option.

2.1.8. Illustration

The last strategy offered by Baker (p. 43) suggests the translator provide an illustration when translating specific term or expression in source language text which has no equivalence in the TL text, particularly if the term in question can be explained by a picture or an illustration.

Additionally, Lefevere (1992) in Anwar (2020) mentions that there are seven translation strategies employed to translate poetries, which are (1) Phonemic Translation: The output of this strategy highlights the sound in the target language by picking an appropriate translation of the meaning; (2) Literal Translation: A translation strategy that emphasizes translating words by word; (3) Metrical Translation: In this strategy, the syllables of the source text are preserved in the target language; (4) Verse into Prose Translation: a translation approach that converts the original text's lyrics into prose in the target language; (5) Rhymed Translation: Translators aim to provide a translation that is congruent with the meter, rhyme, and syllables of the source language; (6) Blank Verse Translation: In this method, the translators retain the structure of the original language while excluding the source lyric; and (7) Interpretation: A translation approach that generates a new version based on the interpretation of the translators.

2.2. Novel

A novel is a prose fiction narrative work that tells the story of certain human experiences over a long period of time (Watt, 2001). The most obvious characteristics of the novel are the style and length of the prose, as well as the subject matter of fiction or semi-fiction. In contrast to epic poetry, this poem tells the story in prose rather than verse; in contrast to short stories, these tell a long narrative rather than a short selection. However, there are other distinguishing features that set the novel apart as a literary work.

Novels, by the most part, are dedicated to telling the individual experiences of characters, resulting in a more intimate and complex portrait of these characters and the world in which they live (Yusuf, Fata, & Chyntia, 2018). Inner feelings and thoughts, as well as complex and even contradictory ideas or values, are frequently investigated. The novel, more than any other literary form, exemplifies this. Not only is the story itself more personal, but so is the experience of reading it. Whereas epic poetry and other forms of storytelling are intended for public consumption or reading, novels are intended for individual readers.

3. Method

This study used a descriptive statistics of qualitative method to examine translation strategies in novels at the level of words, clauses, and sentences. In qualitative research, descriptive statistics allow researchers to provide another context, a richer picture or enhanced representation, in which to examine the phenomenon of

interest (Nassaji, 2015). Data was collected, arranged, and analyzed as part of the procedure (Bowen, 2010). The researchers observed the language used in conveying the messages from Indonesian to English and recognizing the use of translation strategies in the novel. The data was picked from Ahmad Fuadi's *Negeri 5 Menara* and its English translation, *The Land of Five Towers*. The novel *Negeri 5 Menara* was released by Gramedia in 2009 (Fuadi, 2009), became a best-seller in 2010, and was translated into English by Angie Kilbane in late 2011. It depicts Alif's (the protagonist) life in Pesantren Madani, an Islamic boarding school in East Java.

Several steps are used by the researchers in collecting the data: 1) The researchers read the original Indonesian version of *Negeri 5 Menara*, then reading the novel which has been translated into English language; 2) The researchers marked the specific language and comparing it based on the source language and targeted language; 3) the researchers classified the language used into Bakers' translation strategies. The data for this study came in the form of words, phrases, clauses, or sentences from the novel that contained idiomatic terms. These statistics were compared, with English and Indonesian being the two languages used. In qualitative research, descriptive statistics allow researchers to provide another context, a richer picture or enhanced representation, in which to examine the phenomenon of interest (Nassaji, 2015). Furthermore, Baker (2011) highlighted eight sorts of translation techniques. After identifying all of the data according to Baker's translation strategies, then the data were cultivated to calculate the frequency and percentage of each strategy.

4. Findings

The results showed that by observing and comparing both the Indonesian version of *Negeri 5 Menara* and its English translation. The strategies used to translate the non-equivalence at word level of *Negeri 5 Menara* were classified into seven out of eight types of strategies proposed by Baker (2011) namely the use of the more general word, the use of the more neutral or expressive word, the use of cultural substitution, the use of loan word or loan word plus explanation, paraphrasing using related words, paraphrasing using unrelated words, and omission, while zero data on illustration.

Table. 1
Result of translation strategies.

No	Translation strategies	Frequency	Percentage (%)
1	The Use of More General Word	14	11
2	The Use of More Neutral or Expressive Word	18	14
3	Cultural Substitution	11	8
4	Loan Word or Loan Word Plus Explanation	7	5

Paraphrasing Using Related Word	72	56
Paraphrasing Using Unrelated Words	3	2
Omission	5	4
Illustration	0	0
Total	**N=130**	**=100%**

4.1. The use of more general word

The translator primarily employed this method to translate words from the source language that have no equivalent in the target language.

E_1
Ind   *Aku akan traktir kalian semua di <u>warung</u> sate paling enak di sana,"*
Eng   *I will treat you all to the most delicious satay <u>restaurant</u> there,"*

E_2
Ind   *"Kita seperti sedang belajar <u>silat</u>...*
Eng   *"It's like we're studying <u>martial arts</u>...*

When the target language does not have equivalence for a specific source language word, it is best to use more general word in the translation (Baker, 2011). In the above case, a specific Indonesian martial art *silat* can be translated to just *martial art* and a type of food place *warung* can be translated into *restaurant*.

4.2. The use of more neutral or expressive word

E_3
Ind   *Kamp <u>konsentrasi</u>*
Eng   *<u>Refugee</u> camp*

The above finding was from the title of chapter 44 of *Negeri 5 Menara*. This chapter mainly told about preparations before the school final examination. In the story, all senior graders were assigned to the school main hall for a month in order to prepare for the notoriously tough final exam. They were insisted to do all kinds of activities within the hall area from studying, having a group discussion, to performing communal praying, having daily meals, and even sleeping. Later, the hall was dubbed as *kamp konsentrasi* which means concentration camp in English. The term implied the hall was a place where final graders focused and concentrated their whole attention on one thing: exam preparation.

However, the translator translated the said term by using more neutral word i.e. *refugee camp*. *Refugee* means 'a person who has been forced to leave their country in order to escape war, persecution, or natural disaster' (Hornby, 2000). The example is *Rohingya refugees*. Much of the time, chaotic situation ensues in a place like *refugee camp* where massive number of people gathers at one cramp space. The story indeed

depicted that the scene occurred in the main hall similar to that of a situation in a refugee camp.

4.3. Cultural substitution

A word or term of the source text which has no equivalence in the target language can be substituted with a culture specific item which conveys different meaning but has similar impact to the target reader (Baker, 2011).

E$_4$
Ind   *Inilah malam syukuran ujian akhir.*
Eng   *This is the final examination thanksgiving night.*

E$_5$
Ind   *Sehabis Isya, murid-murid berbondong-bondong memenuhi aula.*
Eng   *After dinner, students filled the hall in droves.*

The concept *syukuran* is not directly equal to *Thanksgiving*. However, they both share common idea of an expression of gratefulness hence the translator opts to use *Thanksgiving* as the equivalence of the original text.

In the second case, the translator might consider *isya* is performed close to the *dinner* time. She chose to transfer the original language term by using word that might be more familiar to the target reader. Nevertheless, the source and target language text are not equivalent.

4.4. Loan word or loan word plus explanation

E$_6$
Ind   *... seperti habis menenggak STMJ.*
Eng   *...like after a drink of* jamu *tonic.*

The abbreviation *STMJ* stands for *susu* (milk), *telur* (egg), *madu* (honey), and *jahe* (ginger)—a type of Indonesian traditional medicine. The translator chose to translate the source text by using a loan word *jamu* which also defines as Indonesian traditional or herbal medicine and added *tonic* to it in order to help the readers to understand the meaning of the source language text.

4.5. Paraphrasing using related word

Baker (2011) mentions this strategy tends to be utilized to express the source language concept which is lexicalized differently in the target language.

E$_7$
Ind   …lebih dingin dari secawan es tebak di Pasar Ateh, Bukit tinggi.
Eng   …colder than a glass of shaved ice made by a spinning machine in my village in West Sumatra.

The English language has no direct equivalence for this type of local food. Hence the translator translated *es tebak* by paraphrasing it using related word.

E₈
Ind *Bisa bicara <u>ngalor-ngidul</u>, semalam suntuk, tidak ada jadwal lonceng yang mengganggu,...*
Eng *We could talk <u>about</u> <u>anything</u>, all night long, with no bell schedule interrupt,...*

Ngalor ngidul is derived from Javanese word which implies the act of talking aimlessly or without specific point. The paraphrase *talk about anything* can be used to translate this specific term.

4.6. Paraphrasing using unrelated words

Paraphrasing can still be used in translating non-equivalent word as suggested by Baker (2011). The following example shows that the source language texts were translated by using unrelated words.

E₉
Ind *Aku duduk bersama tujuh orang pembicara di depan masa yang heboh bertepuk tangan dan berdiri bagai menyambut kedatangan <u>dai</u> kondang.*
Eng *I sat with seven other speakers in front of the excited masses clapping their hands and standing as if greeting the <u>prime</u> <u>minister</u>.*

Dai and *prime minister* totally hold different meaning. *Dai* defines as someone who introduces Islam and invites people to have faith in it. Meanwhile, *prime minister* is the head of an executive body of a governmental system.

E₁₀
Ind *Tim guru juga diperkuat oleh pemain bertahan Ustad Abu Razi, <u>dedengkot</u> mabikori, badan tertinggi pramuka di PM.*
Eng *The teacher's team was also strengthened by a defensive player, Ustad Abu Razi, a <u>former</u> <u>member</u> of mabikori—the highest board of scouts at MP.*

The term *dedengkot* refers to a leader or a chief of a community whether in good or bad term. It does not bear any correlation to *former member*.

4.7. Omission

Baker (2011) mentions that the omission only a good choice for translator when by doing so the result of the translation does not discard the main message of the original text.

E₁₁
Ind *Kami membahas pelajaran bersama, saling berdiskusi dan kalau bosan, kami berbagi cerita <u>ngalor</u> <u>ngidul</u>.*

Eng   *We studied the lesson together, discussing, and if we were bored, we shared stories.*

The term *ngalor ngidul* were mentioned four times in *Negeri 5 Menara*. The translator translated the term differently three times and left it omitted in the last times as displayed in the above case.

4.8. Uncategorized cases of translation

In addition to the cases described earlier, 21 cases were discovered that did not fall into any of Baker (2011)'s eleven categories. The majority of the data in this scenario comprised of inaccurate translations of source language words that had direct equivalences in the target language. Places and proper names were also substituted with unsuitable equivalences in the data.

E_{12}
Ind   *...mulai dari toko sampai perusahaan konveksi dan bordir yang produksinya sampai ke <u>Tanah Abang</u>.*
Eng   *...a shop and a convection and embroidery business whose products went as far as <u>Malaysia</u>.*

Tanah Abang is a district of Central Jakarta, capital of Indonesia. It hosts the biggest textile market in Southeast Asia. Meanwhile, Malaysia is one of Southeast Asian countries, a neighboring country to Indonesia.

E_{13}
Ind   *Para ahli motivasi ini punya "jam praktek," biasanya sebelum <u>makan malam</u> atau setelah subuh.*
Eng   *These motivational experts had "office hours," usually before <u>lunch</u> or after dawn.*

English translation for *makan malam* is dinner, while *lunch* means *makan siang* in Indonesian. Thus the above translation was non-equivalent.

E_{14}
Ind   *…rumah bertembok putih ber<u>kusen</u> hijau terang.*
Eng   *...white-walled house with a bright green <u>roof</u>.*

E_{15}
Ind   *...kami bagai tersengat ribuan <u>tawon</u>.*
Eng   *it was as we'd been stung by thoushand of <u>bees</u>.*

E_{16}
Ind   *Kami sama-sama menengadah. "<u>Benua</u> Amerika," kataku.*
Eng   *We both looked up. "<u>North</u> America," I said.*

The above examples; *kusen*, *tawon*, and *benua*, are respectively not equal to *roof¸ bees*, and *North*.

All of the three words of the original text have their direct equivalences in English which are (*door or window*) *sill*, *wasps*, and *continent*. However, the translator opted to use the inappropriate translation of the source language word.

5. Discussion

Regarding to the finding above, the researchers related the theory of Bakers' strategies in translating the novel of *Negeri 5 Menara* that consisted of eight types. There were: 1) the use of more general word which is 11% applied; 2) the use of more general word is 14%; 3) cultural substitution is about 8%; 4) loan word or loan word plus explanation is 5%; 5) paraphrasing using related word which is 56%: as the highest strategy used by the translator; 6) paraphrasing using unrelated words is only 2%; 7) omission is 4%; and 8) illustration is the only strategy that was not applied in translating *Negeri 5 Menara*. Moreover, the researchers described and explained the findings by linking them with the theory or previous studies that have been conducted by previous researchers.

The primary goal of translation is to accurately convey the meaning provided by the source text to the target text, such that target readers have the same reading experience and understanding as original text readers (Daems, Carl, Vandepitte, Hartsuiker, & Macken, 2015; Dragsted & Carl, 2017). As a result, according to Alves and Campos (2009), translators are expected to provide the most equal target text meaning. According to the facts described above, it is true that unequal representation of the original text message is inescapable throughout the translation process (Angelone & Shreve, 2011). In addition, they added that there is no completely identical meaning of two words in any two languages since languages possess their own characteristics in vocabulary, grammar, phonology, and cultural differences.

Translation strategies are vitally necessary and crucial in translation. Finding the equivalent of some terms, particularly those related to culture and academic writing, is challenging (Tursina, Susanty, & Efendi, 2021). Many translation professionals have provided solid theories, models, and solutions for overcoming equivalence concerns (Board, 2017; Bundgaard & Christensen, 2019; Carrasco Flores, 2021; Chesterman, 2013; Cotos, 2014). Baker (2011) is a well-known thinker on the issue. She categorizes translation techniques into eight categories. She clearly analyzes the most common challenges that happen at this level and provides a solution that is quite helpful to translators.

The most difficult aspect of translation work is determining target language equivalences (Ehrensberger-Dow & Massey, 2017; Fernández-Guerra, 2014; Fois, 2020; Ghazanfari, 2015). González-Davies and Enrquez-Rado (2016) define equivalency as being equivalent in value, quantity, and meaning. In other words,

translation equivalence indicates that both the source and target language texts have the same meaning, value, and style.

Therefore, Gough and Perdikaki (2018) express that no two things are completely similar to each other. Regarding language, there is no completely identical meaning of two words in any two languages since languages possess their own characteristics in vocabulary, grammar, phonology, and cultural differences (Herrero, 2015; Horcas-Rufián & Kelly, 2020). Thus, it is inevitable that a certain amount of meaning is lost in the process of translation.

However, the primary goal of translation is to correctly translate the message communicated by the source language to the target text. It is critical that translation has the same impact on target readers as the source work has on its original audience (Fata & Aprilya, 2021; Hvelplund, 2017; Ivanova, 2016). As a result, as Luong (2016) points out, translators must provide the most comparable target message so that readers may completely comprehend the meaning expressed in the target language.

Liang (2020) suggested that the effort of seeking equivalence in translation should not be considered as searching for similarity since source language (SL) and target language (TL) are whole different languages and cultures (Ismail & Fata, 2021). Translation deals with more than the replacement of lexical and grammatical items between languages, as in the translation of idiom (Latief, 2020; Mutta, Pelttari, Salmi, Chevalier, & Johannson, 2014; Yusuf et al., 2018). The process involves discarding the basic linguistic elements of the SL text.

To solve the problem of translation strategies, Risku and Windhager (2013) suggested that the semiotic category which contains syntactic, semantic, and pragmatic elements should be taken into consideration. These components should be ordered hierarchically, where semantic equivalence takes the first place, followed by syntactic equivalence, and pragmatic equivalence at the last order (Shih, 2017).

Baker (2011), in a similar vein, divides equivalent into five levels: equivalence at the word level, equivalence above the word level, textual equivalence, grammatical equivalence, and pragmatic equivalence. She described the challenges of non-equivalence experienced by the translator at each level, as well as the solutions that may be utilized to cope with the problems.

Furthermore, other types of translation strategies have also been presented by other theorists. Fitriani (2015) has examined how Indonesian address terms in *Negeri 5 Menara* were translated. She applied the framework submitted by Liang (2020) in analyzing the research data. In addition, she also used the theory by Zapata (2016). The result showed that the techniques of translation used were classified into 11 out of 18 techniques namely adaptation, amplification, borrowing, compensation, description, generalization, literal translation, modulation, particularization, reduction, and transposition. The omission technique proposed by Risku (2014) was also used.

The translation is utilized for more than simply content analysis; it is also employed in language teaching. According to Saputra (2020), English instructors should

be prepared with translation abilities when teaching and studying English. Many language learners and teachers, particularly in Indonesia, use translation in language instruction. According to Yusuf et al. (2018), many language learners utilize translation to enhance their foreign language learning, such as reading a bilingual dictionary and using a code switch when interacting with classmates or instructors in the classroom. As a result, translation is primarily used as a teaching technique in the study of English as a Foreign Language.

6. Conclusion

The study found that in the novel *Negeri 5 Menara* and its English translation, *The Land of Five Towers*, there were seven out of eight translation techniques that were employed in, with no consideration for illustration at any point. Paraphrasing with related phrases appeared to be the most common, whereas paraphrasing with unrelated terms was the least common. To relate this to language teaching practices, particularly in the English language, a teacher candidate should be familiar with a variety of methods and techniques to deal with language barriers between the source and target languages. The majority of English teachers agreed that utilizing translation selectively may help students acquire a foreign language, improve metalinguistic awareness, serve as a thinking tool, moderate social interaction, and serve as social mediation.

Furthermore, the teachers in this study employed TILT (Translation in Language Teaching) tactics to clarify complicated concepts and grammar, reduce chunks of word translation, and encourage students' critical thinking and problem-solving skills. If translation is used in language education, it is suggested that it be used carefully as a pedagogical tool to aid students' learning. Even though the translation has played a variety of roles in various methods of language teaching from various social backgrounds, most of them agree that translation is a powerful tool to understand foreign words and expressions and express themselves in the target language with greater confidence.

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