Investigating Translation Strategies in Indonesian Best Seller Novel

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Submission date: 24-Dec-2021 07:48AM (UTC+0700)
Submission ID: 1735387198
File name: Englisia_Without_references.docx (37.32K)
Word count: 4404
Character count: 23864

Investigating Translation Strategies in Indonesian Best Seller Novel

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ABSTRACT

Translation strategies have been the subject of extensive investigation. The definitions of each author or thinker, on the other hand, conveyed their own point of view, and their viewpoints differed. When an issue emerges, most thinkers believe that translators employ certain strategies, and that basic translation is ineffective. As a result, a lot of scholars have looked into and analysed numerous translation techniques from different perspectives. This study figured out the translation strategies by using Baker's (2011) framework, this study was conducted using a descriptive qualitative technique to determine the translation strategies in the novels of *Negeri 5 Menara* Novel and its English Version is The Land of Five Towers. There were 130 data points in all. According to the findings, 11% about the use of more general word, 14 % in the use of more neutral or expensive word, 8% of cultural substitution, 5% of Loan word, 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 object of the translation is a work of art, such as a novel, translation has already become a difficulty. Since translation as a process to change the source language into a target language by changing the words based on the context or the target language in adapting the content, it is difficult for the translator in demonstrating the concept of the

source language. Thus, the translator must be able to translate the original work's concept from the source language into a translation output that contains the same concept in the target language. Translators must have a thorough comprehension and knowledge of the original work's concept, which includes the source language, culture, and the author of the novel. Furthermore, the translator must be familiar with the target language's culture (Akrom, 2013; Dragsted and 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 accomplished by using semantic structure to transition from the first language's form to the second language's form. It is meaning that is transferred and must be maintained.

Acioly-Régnier, et al. (2015), looked into how Iranian university students employ translation as a writing approach. For this objective, 40 students studying English as a foreign language at Shiraz Azad University were randomly selected to participate in the study, which used two questionnaires and one interview guide designed by Ramsden (2021) and adapted to the Iranian setting. According to the findings, university students in Iran stated that translation from Farsi contributed greatly to the development of their writing competence, and they used translation as a learning approach to learn writing in English on a medium to 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, to identify the translation strategies that students use to learn English, to investigate the relationships between students' beliefs and translation use, and to assess the extent to which learners' background variables relate to their beliefs about translation and its strategic use. In examining this research, surveys and qualitative interviews were utilized to achieve these objectives. Students utilize 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, according to the author. Learners used a range of tactics including translation, cognitive, memory, compensatory, social, and affective strategies, according to the study.

The researcher classified the technique of translation used by the translator into 11 out of 18 techniques suggested by Fois (2020) namely adaptation, amplification, borrowing, compensation, description, generalization, literal translation, modulation, particularization, reduction, and transposition. She also added there was the other technique used i.e. omission proposed by Dinckan (2010). The researcher mentioned that the quality of meaning equivalence was fully equivalent.

Aside from translation studies, other researches related to *Negeri 5 Menara* also have 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 at the overall impact of the work on its audience or society (Ivanova, 2016), while others use 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. Considering the previous studies done, it was assumed the translation strategies in a best seller novel was under-researched, thus this study filled in the gap. The research question addressed was: What are the translation strategies employed in the novel of *Negeri 5 Menara* and its English version The Land of Five Towers?

2. Literature Review

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

2.1. The Use of More General Word

When the target language text lacks specific terms (hyponym) of the SL text, Baker (p. 23) suggests that the translator uses a more general word (superordinate) to overcome the problem. In fact, as added by Baker, this is the most common strategy used to deal with many 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.

2.2. The Use of More Neutral or Expressive Word

The word *mumble* in English and its nearest Italian equivalence, *mugugnare* convey different expressive meaning. 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.

2.3. Cultural Substitution

A translator can substitute a culture-specific item or expression by a target language item which conveys different propositional meaning but has a similar impact on the target reader (Baker, p. 29). This strategy provides the reader a familiar concept with which he or she can recognize.

2.4. Loan Word or Loan Word Plus Explanation

According to Baker (p. 33), 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 (p. 34) gives an example of Arabic target text that borrows an English word *cap* by adding a further explanation to it; *cap, a hat which 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 is explained, it is not necessary to add another explanation when it takes place for the second or third time in the text; the reader can understand it and is not distracted by further lengthy explanations.

2.5. 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 in a different form (Baker, p. 36). 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 relation with the bears*.

2.6. Paraphrasing Using Unrelated Words

In some contexts, paraphrase strategy still can be used even if the source language concept is completely not lexicalized in the target language (TL), 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*.

2.7. Omission

A translator can choose to omit to translate a particular word with no equivalence in the TL text as mentioned by Baker (p. 42). 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 to only use this strategy as the last option.

2.8. 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.

3. Method

This study used a descriptive qualitative method to examine translation strategies in novels at the level of words, clauses, and sentences. Data was collected, arranged, and analyzed as part of the procedure (Bowen, 2010). 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. (Fuadi,2011). It depicts Alif's (the protagonist) life in Pesantren Madani, an Islamic boarding school in East Java. 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. Furthermore, Baker (2011) supported eight sorts of translation techniques.

4. Findings and Discussion

4.1. 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 more general word*, *the use of 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	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
5	Paraphrasing Using Related Word	72	56

6	Paraphrasing Using Unrelated Words	3	2
7	Omission	5	4
8	Illustration	0	0
10	Total	N=130	=100%

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 warung sate paling enak di sana,"*
Eng *I will treat you all to the most delicious satay restaurant there,"*

E_2
Ind *"Kita seperti sedang belajar silat…*
Eng *"It's like we're studying martial arts…*

When the target language does not have an 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*.

The Use of More Neutral or Expressive Word

E_3
Ind *Kamp konsentrasi*
Eng *Refugee camp*

The above finding was from the title of chapter 44 of *Negeri 5 Menara*. This chapter mainly told about preparations before school final examination. In the story, all senior graders were assigned to school main hall for a month in order to prepare for the notoriously tough final exam. They were insisted to do all kind 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 grader focused and concentrated their whole attention into 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.

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.

Loan Word or Loan Word Plus Explanation

E6
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.

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.

E7
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 ngalor-ngidul, semalam suntuk, tidak ada jadwal lonceng yang mengganggu,…*
Eng *We could talk about anything, 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.

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.

E_9	
Ind	*Aku duduk bersama tujuh orang pembicara di depan masa yang heboh bertepuk tangan dan berdiri bagai menyambut kedatangan dai kondang*.
Eng	*I sat with seven other speakers in front of the excited masses clapping their hands and standing as if greeting the prime minister*.

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.

E_{10}	
Ind	*Tim guru juga diperkuat oleh pemain bertahan Ustad Abu Razi, dedengkot mabikori, badan tinggi pramuka di PM*.
Eng	*The teacher's team was also strengthened by a defensive player, Ustad Abu Razi, a former member 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*.

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.

E_{11}	
Ind	*Kami membahas pelajaran bersama, saling berdiskusi dan kalau bosan, kami berbagi cerita ngalor ngidul*.
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.

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_1
Ind *...mulai dari toko sampai perusahaan konveksi dan bordir yang produksinya sampai ke Tanah Abang.*
Eng *...a shop and a convection and embroidery business whose products went as far as Malaysia.*

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_2
Ind *Para ahli motivasi ini punya "jam praktek," biasanya sebelum makan malam atau setelah subuh.*
Eng *These motivational experts had "office hours," usually before lunch 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_3
Ind *…rumah bertembok putih berkusen hijau terang.*
Eng *...white-walled house with a bright green roof.*

E_4
Ind *...kami bagai tersengat ribuan tawon.*
Eng *it was as we'd been stung by thoushand of bees.*

E_5
Ind *Kami sama-sama menengadah. "Benua Amerika," kataku.*
Eng *We both looked up. "North 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.

4.2 Discussion

The main purpose of translation is to accurately express the meaning conveyed by the source text to the target text so that the target readers can have the same reading experience and understanding as the original text readers have (Wu et al., 2019; Daems, et al., 2015; Dragsted & Carl, 2017). Hence, the translators, according to Alves and Campos (2009) conveyed, are called for providing the most equal target text meaning. Judging from the stated findings above, it is true that unequal rendering of the source text message is unavoidable in the process of translation (Angelone & Shreve, 2011). He 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 absolutely vital and fundamental in translation. Finding the counterpart of certain phrases, particularly those relating to culture and academic writing, is, nevertheless, difficult (Tursina, et al., 2021). Many translation professionals have offered solid theories, models, and recommendations for resolving equivalency issues (Board, 2017; Bundgaard & Christensen, 2019; Carrasco Flores, 2021;

Chesterman, 2013; Cotos, 2014). Baker (2011) is one of the most prominent thinkers in this subject. She separates translation strategies into eight different types. She thoroughly discusses the most typical issues that arise at this level and offers a solution, which is of tremendous assistance to translators.

The main problem of translation work is to find the target language equivalences (Ehrensberger-Dow & Massey, 2017; Fernández-Guerra, 2014; Fois, 2020; Ghazanfari, 2015). González-Davies and Enríquez-Raído (2016) further defined the term equivalence as equal in value, amount, and meaning. In other words, equivalence in translation means both source and target language texts have the same meaning, value, and style.

Gough and Perdikaki (2018) expressed 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 main purpose of translation is to accurately communicate the meaning conveyed by the source text to the target text. It is important that translation provides a similar impact to the target readers as the source text does on its original audience (Hvelplund, 2017; Ivanova, 2016). Hence the translators, as mentioned by Luong (2016), are required to produce the most equivalent target message so that the readers can fully understand the meaning conveyed 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. Translation deals with more

than the replacement of lexical and grammatical items between languages, as in the translation of idiom (Latief, 2020; Mutta et al., 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).

Along a similar line, Baker (2011) divides equivalence at five different levels; equivalence at the word level, equivalence above word level, textual equivalence, grammatical equivalence, and pragmatic equivalence. At each level, she explained the problems of non-equivalence faced by the translator and the strategies that can be used to deal 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.

Translation isn't just for content analysis; it's also used in language instruction. Saputra (2020), said that English teachers should be prepared with translation skills while teaching and learning English. Translation in language education is a common practice

for many language learners and teachers, particularly in Indonesia. Many language learners use translation to aid their foreign language acquisition, according to Yusuf et al., (2018), such as consulting a bilingual dictionary and employing a code switch when conversing with classmates or instructors in the classroom. As a result, translation is only a pedagogical tool in the study of English as a Foreign Language.

5. Conclusion

The novel of Negeri 5 Menara and its English translation, The Land of Five Towers can be learnt about seven out of eight translation procedures that were used in its, with no consideration for illustration at any stage based on the finding above. Paraphrase 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 in order to deal with language barriers between the source and target languages. The majority of English teachers stated that using translation selectively can aid students in foreign language learning, enhance metalinguistic awareness, serve as a thinking tool, moderate social interaction, and serve as social mediation. Furthermore, the teachers in this study used TILT (Translation in Language Teaching) tactics to explain complex concepts and grammar, eliminate chunks of word translation, and foster students' critical thinking and problem-solving skills. If translation is incorporated into language education, it is proposed that it be utilized carefully as a pedagogical tool to aid students' learning. Despite the fact that 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.

Acknowledgment

The authors expressed sincere gratitude as support data contributors to Lathifah M. Nur and Andira Riski Alya.

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