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TRANSLATION IN DIFFERENT REGISTER TEXT: A CONTEMPORARY AND PEDAGOGICAL PERSPECTIVE

Abstract

This study investigates the integration of register variation in translation pedagogy, emphasizing the relevance of multimodal awareness and context-based teaching approaches. Register, which is defined through the components of field, tenor, and mode, plays a crucial role in shaping meaning and guiding translators' decisions across different genres and text types. The growing diversity of contemporary texts, ranging from academic articles to informal digital content, requires translation students to adapt their linguistic and stylistic strategies according to communicative purpose and audience expectations. This study employs a qualitative literature review to examine recent developments in translation theory and instructional practice, highlighting the need for a more adaptive and responsive teaching framework. It proposes a pedagogical model that includes genre-sensitive translation tasks, multimodal translation projects, comparative analysis of texts with different registers, and reflective commentary as instructional tools to enhance translation competence. These strategies help students develop not only linguistic accuracy but also critical awareness of cultural context, appropriate tone, and functional meaning. The findings support the conclusion that effective translation instruction must extend beyond literal meaning, encouraging learners to approach texts with both contextual sensitivity and practical awareness. This research contributes to the development of a register-focused and practice-oriented model for translator education.

Keywords: Genre-Based Teaching; Multimodal Texts; Register Variation; Translation Pedagogy; Translation Strategies.

INTRODUCTION

In the evolving field of translation studies, register awareness has become an essential component of translator competence, particularly in pedagogical settings where students must learn to translate across diverse communicative situations. Register, defined as the set of linguistic features associated with specific contexts of use namely, field (subject matter), tenor (participant relationships), and mode (channel of communication), it determines how meaning is shaped and conveyed in different genres (Halliday & Hasan, 1985:38). As texts increasingly span academic, technical, professional, and digital domains, translation pedagogy must equip learners with the ability to recognize and reproduce these context-specific linguistic patterns accurately.

Translation today is no longer viewed as the mechanical substitution of words between languages but as a dynamic, context-sensitive process of meaning-making. Translators are expected not only to ensure semantic equivalence but also to maintain stylistic coherence, functional relevance, and cultural appropriateness. These demands are particularly critical in translating specific text types. For example, translating an academic journal abstract requires formal vocabulary, passive constructions, and discipline-specific terminology, whereas a

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product review on a social media platform may rely on conversational tone, idiomatic language, and visual-emotive cues like emojis and hashtags.

This growing complexity calls for the inclusion of multimodal pedagogy in translation teaching. Contemporary texts are frequently multimodal in nature, combining written language with images, icons, sound, spatial design, and interactive features. Translators must therefore be trained to interpret how meaning is distributed across multiple semiotic resources and how register interacts not only with linguistic choices but also with visual and digital modes. For instance, translating an infographic about public health involves understanding both the scientific register of the written content and the communicative function of the visual layout.

Pedagogically, translation in different registers supports learners in developing genre awareness and discourse sensitivity. Different genres demand different register features: a legal contract requires precision, neutrality, and rigid formality; a technical manual demands clarity, consistency, and instructional language; while a personal blog post allows for expressive, casual, and emotionally charged language. Teaching students how to shift between these registers helps them avoid one-size-fits-all translations and encourages critical decision-making based on communicative intent.

To respond to these varied demands, translation pedagogy must integrate strategies such as guided genre analysis, side-by-side comparison of texts in different registers, and scaffolded translation assignments across genres. Multimodal translation tasks further provide opportunities for learners to experiment with tone, layout, and mode in ways that reflect real-world challenges. In addition, incorporating reflective practices, such as translation commentary or journal writing. It helps students articulate their register choices and justify them within the target cultural and communicative context.

Moreover, embracing translanguaging practices within the classroom can strengthen learners' ability to move fluidly between registers and language systems. Translanguaging encourages students to draw on their full linguistic repertoire when analyzing and constructing translations, enhancing their adaptability and intercultural sensitivity (Brook, 2022). This is especially valuable when translating culturally embedded texts, such as traditional narratives or community messages, where register is closely tied to social identity and communicative norms.

In response to these theoretical and practical considerations, this study aims to develop a pedagogical framework that integrates register-based instruction, multimodal awareness, and targeted strategies for translating specific text types. By aligning translation education with the real-world demands of register variation and multimodal literacy, the framework supports the development of well-rounded, context-aware translators capable of navigating the linguistic and cultural diversity of global communication.

METHOD

This study employed a qualitative descriptive research design with a classroom-based orientation to explore how translation students engage with register-sensitive translation tasks. The focus of the research was to investigate how the integration of field, tenor, and mode dimensions influenced students' translation choices across various types of texts. By emphasizing contextual appropriateness and functional variation in meaning transfer, the study aimed to assess the pedagogical relevance of register-based instruction in higher education.

This study adopts a qualitative research design in the form of a systematic literature review. The purpose of this methodology is to explore and synthesize scholarly perspectives on the pedagogical implementation of translation across different registers. Rather than collecting empirical data from classroom settings, the study focuses on analyzing existing theoretical frameworks, pedagogical models, and applied strategies documented in contemporary translation and language education literature.

The analytical procedure involved thematic coding and categorization of recurring concepts related to teaching strategies, theoretical underpinnings, and practical classroom applications. The review was structured to identify both convergences and gaps in current research, thereby enabling the formulation of a pedagogical framework that integrates register awareness with translation instruction. The results of this literature review serve as the conceptual foundation for proposing strategies that can be adapted in translator education

programs, particularly in contexts where students are expected to handle texts of varying formality, modality, and communicative intent.

DISCUSSION

The following discussion elaborates on the integration of translation, register and strategy for pedagogical.

3.1 Multimodal Pedagogy

The integration of multimodal pedagogy in translation instruction reflects a growing awareness that meaning is not constructed solely through linguistic elements but also through a combination of visual, auditory, spatial, and gestural modes. In the context of translation studies, this pedagogical orientation recognizes that contemporary texts often involve more than words on a page; they encompass images, icons, layout structures, colors, sound effects, and body language, especially in digital and audiovisual genres. According to Jiang and Hafner (2024:5), students must develop multimodal literacy to navigate the complex semiotic resources embedded in real-world texts. For instance, translating a promotional video or a social media post requires not only linguistic transfer but also sensitivity to how visuals and sounds contribute to communicative intent and audience reception.

In the classroom, multimodal pedagogy can be implemented through tasks that require students to analyze and translate materials such as infographics, subtitled videos, digital comics, and transcribed spoken dialogue. These activities encourage learners to consider how different modes interact to produce meaning and how those modes may be adapted or reinterpreted in the target language and culture. Moreover, by engaging students in multimodal translation tasks, instructors can foster critical reflection on the affordances and limitations of each semiotic mode. This approach not only enhances students' translation competence but also prepares them for the multimodal nature of communication in professional translation settings where visual-verbal alignment and audience engagement are essential.

3.2 Translation in Different Register for Pedagogical Purposes

The integration of register variation into translation pedagogy serves as a strategic approach to fostering students' sensitivity to language as a socially situated practice. Registers are characterized by distinct configurations of linguistic choices that are shaped by contextual parameters such as field, tenor, and mode (Halliday and Hasan, 1985:38). In the context of language teaching, engaging students with texts that reflect a range of communicative styles including academic, bureaucratic, conversational, and colloquial discourse enables them to identify how changes in register affect meaning, formality, tone, and sentence structure. This type of awareness is essential for the translation process, in which the transfer of meaning involves more than a simple substitution of words; rather, it requires the translator to preserve functional equivalence that aligns with the communicative purpose of the source text within the target language and cultural context.

From a pedagogical perspective, designing translation tasks based on differences in register provides valuable opportunities for learners to engage with genre-specific discourse conventions and to develop practical strategies for adapting messages to the needs of different target audiences. For example, translating a scholarly article necessitates terminological accuracy, formal style, and adherence to academic standards, whereas translating an informal blog post calls for a more idiomatic, flexible, and accessible register. Through comparative analysis and targeted instruction, students become more adept at identifying both the linguistic features and pragmatic functions that define each register. This teaching approach supports broader educational goals such as promoting critical language awareness, enhancing learner agency, and strengthening sociolinguistic competence in translation activities.

The application of register-focused translation instruction encourages reflective practice and the development of metacognitive skills. When students are asked to explain and justify their translation decisions, especially in terms of stylistic adaptation, tone consistency, and lexical appropriateness, they gain deeper insight into the contextual dimensions of meaning-making. Structured assignments that incorporate guided analysis, collaborative discussion, and peer feedback can further support this process. In doing so, the classroom becomes a space for cultivating translation competence that integrates linguistic precision with contextual awareness.

Ultimately, translation pedagogy that incorporates register variation equips students with the analytical tools and communicative flexibility required to navigate the complex demands of multilingual and cross-cultural translation environments.

3.3 Translating in Different Register

Translation strategies must be adapted to the communicative characteristics of each register. The following subsections present strategic approaches to translating texts written in various registers including informal, formal, academic, technical, and digital communication. Each register requires a different set of linguistic considerations to ensure that meaning, tone, and function are preserved in the target language.

3.3.1 Translating Informal Register

Informal texts are commonly marked by a conversational tone, the use of contractions, idiomatic expressions, and direct address to the audience. To translate texts in this register, translators are encouraged to prioritize natural flow and proximity to the target reader. Strategies such as modulation (altering the tone or viewpoint), explication (clarifying implied meanings), and pragmatic equivalence are particularly effective. Maintaining engagement with the audience also requires awareness of cultural conventions in the target language, including appropriate colloquial vocabulary. When translating dialogues or lifestyle texts such as parenting articles, the focus should be on accessibility and relatability rather than on literal word-for-word equivalence.

SL	<i>"Bunda nggak perlu panik kalau si kecil susah makan. Kadang anak-anak emang punya fase di mana mereka pilih-pilih makanan. Yang penting, Bunda tetap sabar, terus kasih makanan yang sehat dan menarik. Jangan dipaksa ya, nanti malah trauma makan." (Source: Artikel gaya hidup atau blog parenting)</i>
TL	<i>"Mom, no need to panic if your little one refuses to eat. Kids often go through phases where they get picky with food. What matters is that you stay patient and keep offering healthy and appealing meals. Don't force them, or it might turn into a bad experience."</i>
Register Analysis	
Field	The text discusses a common parenting issue in this context children refusing to eat. The topic belongs to the domain of everyday family life, particularly parenting advice, and does not involve specialized or technical knowledge.
Tenor	The relationship between the writer and the reader is casual, empathetic, and supportive. The writer positions herself as

	a fellow parent or friendly advisor, and the intended reader is most likely a young or first-time mother. This is reflected in the use of direct address ("Mom") and reassuring language.
Mode	Although the text is written, it mimics spoken communication. The tone is conversational and personal, using expressions that resemble everyday speech. The intention is to create a sense of closeness and relatability, as if the author is speaking directly to the reader in an informal setting.
Language Features	In the informal translation, the use of personal address such as changing "Bunda" to "Mom" helps maintain a sense of intimacy with the reader. Colloquial expressions like "nggak perlu panik" are translated as "no need to panic," reflecting a natural, speech-like rhythm. The text also uses simplified sentence structures that are short and direct, making the message easy to understand. An empathetic and supportive tone is consistently maintained, avoiding harsh or commanding language. Lastly, the translator avoids using formal or technical terms, opting instead for familiar and accessible vocabulary suited for a general audience.

3.3.2 Translating Formal Register

Formal texts, such as legal statements, public policies, and institutional documents, require a high degree of accuracy, consistency, and an impersonal tone. In this register, translators should apply precise language and avoid informal expressions. Literal translation is often appropriate, provided that it adheres to the syntactic and stylistic norms of the target language. Modal verbs and passive constructions are frequently used to convey authority and neutrality. It is important to avoid contractions, use respectful phrasing, and maintain consistent formality throughout the translated text.

SL	Berdasarkan Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 45 Tahun 2019 tentang Pedoman Organisasi Mahasiswa, setiap
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	<p>perguruan tinggi wajib memastikan kegiatan organisasi kemahasiswaan berlangsung sesuai dengan prinsip demokratis, transparan, dan akuntabel.</p> <p>Segala bentuk pelanggaran terhadap ketentuan tersebut akan dikenakan sanksi administratif sesuai dengan peraturan perundang-undangan yang berlaku.</p>
TL	<p>Pursuant to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 45 of 2019 concerning Guidelines for Student Organizations, all higher education institutions are obliged to ensure that student organizational activities are conducted in accordance with the principles of democracy, transparency, and accountability.</p> <p>Any violation of these provisions shall be subject to administrative sanctions in accordance with the applicable laws and regulations.</p>
Register Analysis	
Field	<p>The text discusses rules for student organizations in universities. It explains that institutions must follow democratic, transparent, and accountable principles. It also states that violations will result in administrative sanctions. The topic is legal and administrative in nature. The English translation keeps the same focus and meaning.</p>
Mode	<p>The text is written, not spoken. It is formal and used for official purposes. The structure is clear and planned. It is meant to give information and instructions, not to create a conversation. The text is one-way communication from the government to institutions.</p>
Tenor	<p>The text is written by a government authority for universities. The relationship is</p>

	formal and distant. The tone is serious and official. There are no personal pronouns. The writer gives instructions, and the reader is expected to follow them
Language Features	The source language (Indonesian) and target language (English) texts both exhibit features of a formal institutional register. Key elements such as modality (<i>wajib memastikan</i> → <i>are obliged to ensure</i>) and passive constructions (<i>akan dikenakan sanksi</i> → <i>shall be subject to sanctions</i>) are accurately maintained, preserving the impersonal and authoritative tone. Both versions use nominalization (e.g., <i>pelanggaran, sanksi, peraturan</i> → <i>violation, sanctions, regulations</i>) and abstract nouns (e.g., <i>demokratis, transparan, akuntabel</i> → <i>democracy, transparency, accountability</i>) to convey legal and administrative concepts. Complex sentence structures and cohesive legal phrases like <i>sesuai dengan</i> and <i>in accordance with</i> reflect the original's formal style. Overall, the translation successfully mirrors the linguistic and rhetorical features of the source text while aligning with the conventions of formal English legal discourse.

3.3.3 Translation Academic Register

Academic writing is characterized by logical organization, evidence-based argumentation, and formal vocabulary. When translating academic texts, translators must follow discipline-specific conventions including the use of nominalization, transition markers, and consistent terminology. Intertextual references and citation styles should be preserved and adapted according to the norms of the target academic culture. Translators should also pay attention to coherence, paragraph structure, and tone, ensuring the final text meets scholarly expectations in both content and form.

SL	Pembelajaran berbasis proyek merupakan pendekatan yang menekankan keterlibatan aktif mahasiswa dalam penyelesaian masalah nyata melalui kolaborasi dan integrasi berbagai disiplin
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	ilmu. Pendekatan ini diyakini mampu meningkatkan keterampilan berpikir kritis, komunikasi, dan kreativitas yang relevan dengan kebutuhan dunia kerja abad ke-21.
TL	Project-based learning is an approach that emphasizes active student engagement in solving real-world problems through collaboration and the integration of multiple disciplines. This approach is believed to enhance critical thinking, communication, and creativity skills that are relevant to the demands of the twenty-first-century workforce.
Register Analysis	
Field	The text discusses a pedagogical approach in higher education. It focuses on teaching methods, cognitive development, and 21st-century competencies. The subject matter is academic, related to education studies.
Tenor	The relationship is formal and academic. The writer is likely an academic or researcher addressing a scholarly audience. There is no use of personal pronouns, and the tone is objective and informative.
Modes	The mode is written and highly structured. It is intended for an academic paper or journal article. The language is expository, with no dialogic elements. The text is monologic and information-dense.
Language Features	Both the Indonesian and English texts exhibit key features of the academic register. They use formal vocabulary such as <i>pendekatan</i> , <i>keterlibatan</i> , <i>integrasi</i> in SL and <i>engagement</i> , <i>integration</i> , <i>critical thinking</i> in TL. Nominalization is present in both versions, with abstract nouns like <i>keterampilan berpikir kritis</i> and <i>critical thinking skills</i> used to convey academic ideas. The tone is objective and evidence-based, avoiding personal opinions or conversational expressions. Complex sentences are used, often with subordinate clauses and passive constructions. Additionally, the TL follows

	academic conventions such as using formal transitions and precise terms relevant to education research.
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3.3.4 Translating Technical Register

Technical texts include user manuals, scientific procedures, and instructional guides. These documents emphasize clarity, precision, and standardization. Translators working in this register must prioritize unambiguous terminology and maintain consistency across related texts or within a larger documentation system. The use of computer-assisted translation tools and terminology databases can support accuracy and efficiency. Additionally, sentence structures in technical writing tend to favor clarity over stylistic variation, making conciseness and factual presentation essential.

3.3.5 Translating Digital and Multimodal Register

Digital texts, including social media posts, website content, and visual media such as infographics or advertisements, require translators to work across multiple semiotic systems. In these contexts, linguistic meaning interacts with layout, color, icons, sound, and image. Translators must consider how these non-verbal features contribute to the overall message. Strategies such as adapting the tone, choosing culturally appropriate equivalents for visual cues, and maintaining the functional purpose of the content are essential. The degree of formality may vary significantly depending on the platform and the audience, which requires translators to exercise stylistic flexibility and cultural sensitivity when rendering the message into the target language.

SL	Lagi stres dan susah tidur? Coba relaksasi dengan aroma lavender dari diffuser kami. Lebih rileks, tidur lebih nyenyak, dan bangun lebih segar! Klik link di bio buat info lengkap & promo spesial hari ini!
TL	Feeling stressed and can't sleep? Try relaxing with our lavender-scented diffuser. Feel calmer, sleep better, and wake up refreshed! Tap the link in our bio for full info and today's special offer!
Register Analysis	
Field	The topic is personal wellness and product promotion. The text promotes a product (aromatherapy diffuser) designed to help users manage stress and improve sleep quality. The content is persuasive and commercial, common in social media marketing.
Mode	The relationship is informal and friendly. The writer (brand) speaks directly to the audience using second-person address ("you") and emojis to create a casual, engaging tone. The audience is general consumers, particularly those who use Instagram or similar platforms.

Tenor	The mode is digital, multimodal, and interactive. The text is written but designed for mobile screen viewing, accompanied by emojis, hyperlinks, and possibly images or videos. It encourages immediate response (clicking a link) and uses features of spoken language in written form.
Language Features	Both the source and target texts use informal and conversational expressions such as “lagi stres” in the source language and “feeling stressed” in the target language. There is consistent use of direct address (implied “kamu” in Indonesian; “you” in English), imperative structures (“Coba relaksasi”, “Try relaxing”), and short, simple sentences for clarity and engagement. The use of emojis enhances emotional tone and visual appeal, reflecting the multimodal nature of digital communication. The translator maintains the marketing intent and adapts cultural expressions (e.g., “klik link di bio” becomes “tap the link in our bio”) to match platform-specific usage in English-speaking contexts. Both versions prioritize reader engagement, tone consistency, and visual-textual alignment.

3.4 Teaching Strategies for Translation in Different Register

In order to support students in developing competence in translating across registers, educators must implement teaching strategies that emphasize both linguistic accuracy and contextual appropriateness. This section presents four pedagogical approaches that can be adapted in translation classrooms: genre awareness, multimodal engagement, contrastive analysis, and learner-centered tasks. These approaches aim to cultivate students’ ability to analyze, compare, and render meaning in a manner appropriate to the social function and communicative setting of the text.

3.4.1 Focus on Genre Awareness and Register Recognition

One of the foundational strategies in teaching translation across registers is fostering students’ awareness of genre conventions and the registers that operate within them. Each genre, such as academic articles, news reports, advertisements, or blog posts carries its own stylistic and functional expectations. By introducing students to genre-specific discourse features, educators can help them identify how register manifests through lexical choices, syntactic structure, and overall communicative tone. Translation tasks that involve multiple genres allow students to observe how field, tenor, and mode vary across contexts and how these variations must be reflected in the target language. This approach reinforces the link between text type, communicative purpose, and register-sensitive translation.

3.4.2 Focus on Multimodal and Real-World Texts

In contemporary communication, meaning is rarely constructed through language alone. Texts in the real world often incorporate images, layout, sound, and interactivity. Translation pedagogy must therefore prepare students to engage with multimodal texts, where registers may

be expressed through both verbal and visual modes. Tasks such as translating website content, public service announcements, infographics, or social media posts train students to analyze not only linguistic register but also visual tone, audience engagement strategies, and spatial organization. This strategy enhances students' readiness for professional translation scenarios in which multimodal competence and adaptability are essential.

3.4.3 Focus on Contrastive Analysis and Reflective Practice

Teaching register-sensitive translation is strengthened by the use of contrastive and reflective strategies. Contrastive analysis involves comparing texts with similar content but written in different registers. For example, students may compare a formal health article with an informal parenting blog on the same topic. Through side-by-side translation and class discussion, they learn how language is shaped by situational context. Paired with reflective practice, students are asked to document and explain their translation decisions in journals or commentary forms. This method supports metacognitive awareness and reinforces the principle that effective translation requires informed judgment, not just technical skill.

3.4.4 Focus on Learner Centered Pedagogy and Authentic Task

A learner-centered approach that integrates authentic tasks offers an effective way to engage students in meaningful translation experiences. Rather than relying on artificial exercises, instructors can assign real-world projects such as translating brochures, subtitling videos, adapting announcements for multiple audiences, or compiling register-based translation portfolios. These tasks provide students with ownership over their learning and expose them to the complexities of register variation in professional and community settings. By emphasizing authenticity and student agency, this strategy aligns well with communicative and functional models of language learning.

CONCLUSION

This study has highlighted the pedagogical significance of register awareness in translation instruction. By examining how different registers such as informal, formal, academic, technical, and digital forms influence language use and communicative purpose, the research emphasizes that translation is a context-sensitive activity that goes beyond the mere transfer of literal meaning. The integration of register-based instruction and multimodal pedagogy equips students with analytical tools and adaptive strategies that are essential for responding effectively to a wide range of textual demands in both print and digital environments.

Through concrete examples and classroom-oriented strategies, this paper has demonstrated that translation competence involves the ability to identify and reproduce stylistic and functional patterns that are appropriate for each genre and target audience. Teaching strategies such as contrastive register analysis, reflective commentary, multimodal translation tasks, and authentic project-based assignments foster not only linguistic accuracy but also sociolinguistic and cultural sensitivity. These findings support the development of a dynamic and practice-driven translation pedagogy that prepares learners to engage effectively in multilingual and multimodal global communication.

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