Natural Equivalence in Literal Translation: A Case Study of the Bilingual Magazine *LINGO*

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Abstract

Literal translation is often used to maintain fidelity to the source text when translating into the target language. This study focuses on the application of the concept of natural equivalence in the context of literal translation in the bilingual magazine LINGO. The main objective of this study is to explore the extent to which literal translation is used in LINGO and how natural equivalence can be achieved to improve the quality of translation. The research method involves an in-depth analysis of the original and translated texts of LINGO magazine to assess the use of literal equivalents and their impact on the naturalness of the target language. The study also aims to identify areas where natural equivalence could be better used, and to suggest strategies for overcoming the problems associated with overly literal translation. The implication of these findings is the importance of using natural equivalence in translation to improve the readability and naturalness of the text. Since 53% of translation methods employed are based on literal translation, it is expected that this study provides valuable insights into the application of the concept of natural equivalence in literal translation, and a basis for further research to improve translation practices in bilingual publications.
Keywords: Bilingual magazine, literal translation, natural equivalence

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Introduction

Languages are used globally in various written and spoken forms, such as newspapers, films, and other media [1], [2]. Among these forms, magazines serve as a periodical publication containing articles from various authors [3]. Some magazines, like LINGO Magazine, provide bilingual content. Bilingual is the ability to use two or more languages [4]. LINGO Magazine provides contents in both Indonesian and English, exemplifying the application of translation theories in practice. This bilingual approach highlights how translation can impact the accuracy and naturalness of the target language, a subject that has been extensively explored in research studies on such magazines' content [5]. In this context, the translator acts as a bridge, ensuring that concepts are accurately conveyed from the source language to the target language, allowing readers or viewers to comprehend books and movies in different languages. Translation is a complicated journey. Struggles in finding equivalent words and grammatical complexities can lead to inaccurate, unacceptable, and incomprehensible translations [6].

Translating involves transferring an author's ideas from the source language to the target language. It requires attention to differences between the source and target texts, including structural changes, cultural nuances, and stylistic elements [7]. In addition, translation is both an art and a science; it involves replacing a written concept or statement in one language with a corresponding one in another [8], [9]. When translating, an original text in the source language (SL) is converted into a written text in the target language (TL), reflecting the principles of implied translation, which is the process of making a foreign language understandable by applying specific techniques [10]. Further, translation aims to create a version that is both faithful to the original and natural in the target language. This process involves producing in the receptor language the closest natural equivalent of the message of the source language, focusing first on meaning and then on style [11], [12], [13]. Thus, translators must grasp the original text's meaning, including the author's intended purpose and goals and the techniques used in translation are designed to create equivalencies that effectively convey the meaning components from the source language to the target language [14],

[15].

Following that, this study builds on several related research efforts to explore translation procedures and methods, particularly in subtitling and translation contexts. Hasiyanti and Maisarah's study [16] examined translation procedures in subtitle of 'How Every Child Can Thrive by Five Video," which focused on the translation techniques used in Indonesian subtitles for the English-language video. Using Newmark's (1988) translation procedure framework, the study identified and analyzed the procedures employed. The findings revealed five types of translation procedures: literal translation (37%), reduction (4%), deletion (2%), and transposition (41%), with transposition being the most frequently used. Fitria's research [17] in the study of translation procedures of English to Indonesian subtitle in 'English Vinglish' movie," explored the translation procedures applied in the subtitles of the movie "English Vinglish." The analysis showed that direct translation was predominant, including literal translation (34.89%), borrowing (20.39%), and calque (0%). Oblique translation procedures, such as transposition (18.67%), equivalence (15.23%), modulation (7.86%), and adaptation (1.47%), were also utilized, but direct translation, especially literal translation, was the most dominant. Simamora and Priyono's study [18] discussed translation method analysis on figurative language in the novel 'Crazy Rich Asians' translated into 'Kaya Tujuh Turunan'. The study found that the most common translation methods used were literal (94 instances), faithful (4), semantic (3), idiomatic (2), and communicative (21). Literal translation was the dominant method, suggesting that the translator prioritized preserving the original meaning and nuance of the text. Batubara et al.'s study [19] entitled "The Application of Translation Technique in Translating," reviewed various translation techniques used. The findings include: borrowing (1.8%), literal translation (3.6%), calque (6%), equivalence (18%), description (19%), application (9%), modulation (9%), and compensation (18%). Despite the breadth of these studies, none specifically address the translation of magazines. This gap highlights the need for research into magazine translation, such as that undertaken with LINGO magazine, a bilingual publication by the Center for the Development of Foreign Languages and Indonesian for Foreign Speakers (P2BA & BIPA) at the Islamic University of Malang. This magazine, covering linguistics and literature topics, offers a valuable context for examining

translation techniques in a bilingual format. Moreover, as previous studies have not specifically explored the translation of bilingual magazines, analyzing LINGO magazine, which features articles in both Indonesian and English, provides an opportunity to understand how translation techniques are applied in this unique context. This could offer new insights into maintaining naturalness and accuracy in bilingual publications, ultimately enhancing translation practices in similar settings.

Figure 1 a sample of a LINGO Magazine Cover

Method

This study applied descriptive qualitative technique, a strategy to describe, evaluate, categorize, and examine actions, events, or materials utilizing descriptions and categories conveyed by words [20]. Here, document analysis was therefore employed in this investigation. Document analysis is a type of qualitative study in which researchers examine documents [21]. In addition, there are three phases involved in document analysis: data preparation and organization, data coding, and data presentation [22]. In this study, data collection is carried out through document analysis. A document can be defined as any type of physical material, including written, digital, or visual elements that are pertinent to the research [23], [24]. In collecting

the data, the writers conducted several steps such as reading the Lingo magazine, while reading the researcher executed note-taking technique to collect the data, the lexical items that indicated containing the forms of methods of translation were observed. At the same time, the target language text was compared to make sure that they were also equivalent in meaning. The data that have been observed then noted down by listing every sentence which data belongs to each procedure by classifying those data. Furthermore, this study aims to enhance understanding of translation practices and their impact on linguistic and cross-cultural communication within bilingual publications.

Results and Discussion

In the bilingual magazine LINGO, 53% of translation methods used are based on literal translation. This approach closely follows the structure and style of the source language to preserve the original meaning, but it often results in translations that replicate the source language's patterns, such as Indonesian, even when the target language is English. Literal translation, with its focus on word-for-word accuracy, can create translations that are rigid and disconnected from the natural flow of English. This issue is especially noticeable with idiomatic expressions or culturally nuanced phrases, which may come across as awkward or unintuitive to English-speaking readers. This study analyzed how literal translation impacts readability and naturalness and proposed solutions to make translations more fluid and engaging while still faithful to the original text.

Table 1 Translation 1

SL	TL
Ini menunjukkan seberapa lancarnya seseorang bisa mempelajari segala hal tentang negara atau benua lain karena mempelajari Bahasa. (LINGO, 32)	It demonstrates how smoothly anyone can learn everything about another country or continent with the help of learning a language. (LINGO, 32)

The translation above is quite accurate, but there are some aspects that need to be adjusted so that this sentence sounds more natural and clearer in English. The use of the word *smoothly* in this context is a bit odd and not entirely correct. In Indonesian, *sebagaimana lancarnya* refers to the *ease* or *smoothness* of a process, which in English

is more appropriately described by the words *easily* or *easily and effectively. Smoothly* in English is more often used to describe something that occurs without physical obstacles or technical problems (for example, a smooth journey or a smooth procedure), while *easily* is more appropriate in describing *ease in learning* or *effectiveness in learning something.* It would be better to replace *smoothly* with *easily.* This will be clearer and more appropriate in describing the ease with which someone can learn something, in accordance with the original meaning in Indonesian. *Anyone can learn everything* is a translation that is too literal and somewhat excessive. This sentence gives the impression that someone can learn *everything* in its entirety, which may be too general and does not match the nuance intended in the original sentence. The phrase *segalanya* in Indonesian actually refers more to *various things* or *many things* related to a particular topic, in this case knowledge about other countries or continents, not absolutely everything. It is better to use *can learn about* instead of *can learn everything about,* because it is more realistic and more relevant to the intended context. *About* replaces *everything about,* because it is more specific and natural in English to convey a more limited idea and focus on a clear topic (i.e. another country or continent). in the translation *Another country or continent* Technically, this translation is correct. However, the use of *another country or continent* sounds a little stiff and repetitive. In this context, we want to convey that by learning a language, one can gain a better understanding of another country or continent. This can be expressed in a simpler and more direct way. could be just *a country or continent* without having to add *another* which might seem unnecessary. *Another* might sound as if there is already a context of the country or continent that was discussed earlier, when in this sentence we want to talk generally about another country or continent without having to emphasize that this is a different country from the one already mentioned. *With the help of learning a language* This phrase feels a little stiff and not very natural in English. The phrase *with the help of* is often used to indicate *help* from something more specific, while in this context, learning the language itself is the main subject, not what is *helped.* In addition, this passage contains redundancy. *Learning a language* is clear enough to convey what is meant, without the need for *with the help of.* It would be

better to replace *with the help of learning a language* with *through learning a language*. This is more natural and direct, conveying that the language is a means of learning or understanding things about another country or continent. Using *through* instead of *with the help of* gives a more natural feel in this context, where the language is being used as a tool or medium for learning. The sentence *It demonstrates how smoothly anyone can learn everything about another country or continent with the help of learning a language* sounds a bit confusing and long. Overall, this sentence structure could be simplified to improve flow and readability. By simplifying the sentence to: *It shows how learning a language can make it easier to understand and explore a country or continent*. These changes make the translation more natural, clear, and easier to understand in an English context.

Tablel 2 Translation 2

TL	SL
SEAQIL berharap, konferensi tahun ini dapat lebih memajukan pendidikan inklusif yang dapat memenuhi kebutuhan pembelajaran yang beragam dari para siswa. (LINGO, 3)	SEAQIL hopes that this year's summit could be able to promote inclusive education that accommodates the diverse learning needs of students. (LINGO, 3)

In the translation, a phrase is too long and contains redundant elements, namely *could be able to.* This sentence uses two words with similar meanings, namely *could* and *be able to,* which makes the confusion even greater and complicates the sentence. *Could* already indicates possibility, while *be able to* gives the same connotation of the ability to do something. Using these two phrases unnecessarily worsens clarity and makes the reader feel that the sentence needs to be more apparent. Replacing *could be able to* with *can* simplifies the sentence and avoids redundancy while conveying the intended meaning. *Can* here is more concise and to the point, making the sentence easier to understand without changing the meaning. The phrase *can promote* is also more natural and in line with formal English in this context. The phrase *inclusive education that accommodates the diverse learning needs of students* is accurate but tends to be long and wordy. *Inclusive education* is clear enough and does not need to be added with *that accommodates,* which lengthens the sentence; we can condense this meaning without reducing its essence. *Accommodating the diverse learning needs of students* sounds redundant and can be simplified. This phrase contains information

that can be condensed into *meeting diverse learning needs,* which is more efficient and straight to the point. The word *meeting* already covers the meaning of *accommodate* more concisely and effectively. Overall, the improvements made to this translation are intended to make the sentence more direct, clear, and accessible for English readers to understand. Reducing redundancy by replacing *could be able to* with *can* and simplifying *inclusive education that accommodates the diverse learning needs of students* with *inclusive education meeting diverse learning needs* makes the translation more effective and more in line with the desired formal language style. Therefore, the revised translation should read: *SEAQIL hopes that this year's summit can promote inclusive education meeting diverse learning needs.* Correcting redundancies and refining word choice is essential in producing an accurate, easy-to-understand translation that sounds professional in the target language.

Table 3 Translation 3

SL	TL
Selanjutnya materi dibawakan oleh Qisty Meisya Nugraha, yakni mengenai penggunaan canva sebagai media untuk membuat poster pembelajaran. (LINGO, 12)	Furthermore, the material was presented by Ms Qisty Meisya Nugraha was regarding the use of Canva as a medium for creating learning posters. (LINGO, 12)

In Indonesian, people are often referred to by their full names or names accompanied by titles. However, in the context of translation into English, titles or titles (Ms.) are usually only used, when necessary, for example, if the context is formal or to show respect or role. In the sentence *Qisty Meisya Nugraha,* if there is no clear title in the original text, we can omit *Ms.* unless the title is very relevant in a particular cultural or formal context. In this case, the title *Ms.* is not mentioned in the Indonesian text, so omitting the title in the English translation is more appropriate. The word *Selanjutnya* in Indonesian has various meanings depending on the context. In general, it can be translated as *Next, Subsequently,* or *Then,* depending on the nuance you want to convey. In this sentence, *Selanjutnya* indicates the sequence of time or the next step in a series of events or materials. Therefore, a more natural and appropriate translation for this context would be *Next* or *Subsequently* because both indicate a continuation or sequence of events. *Furthermore* is more likely to be used to add

further information or explanation, whereas here, the context is more indicative of the next step or topic in the sequence of material, so *next* or *subsequently* is more appropriate. The sentence *was regarding* sounds less natural in English. The word *regarding* is acceptable, but this form tends to sound more formal or technical and is not very common in everyday conversation. On the other hand, the sentence *was about* is a more natural translation and is more often used in general contexts. The phrase *was about* describes the topic or content of the discussion in a more straightforward and easy-to-understand way. So, changing *was regarding* to *was about* makes the sentence sound more natural and more accessible for English readers. The word *medium* in Indonesian often refers to a means or tool to achieve a specific goal, such as learning media. However, in this context, *tool* is more appropriate because Canva is a tool or application used to create posters. The word *tool* more accurately describes what is used in making the poster. *Medium* refers to a form or type of communication media, such as print, electronic, or digital. However, it is a specific application in this context, so *tool* is more descriptive of the intended meaning. *Learning posters* in English is appropriate for describing the learning posters in this context. However, it is necessary to ensure that this term is used in the intended learning context, namely posters for educational or learning purposes. So, a more appropriate and natural translation sentence in English is: *Next, the material presented by Qisty Meisya Nugraha was about using Canva as a tool for creating learning posters*. These changes are intended to translate sound more naturally and easily understood using the more common English structure without losing the intended meaning in Indonesian. Thus, this translation prioritizes fluency and contextual appropriateness and ensures that the terms used are common usage in English.

Table 4 Translation 4

SL	TL
Kegiatan yang dilaksanakan di Hotel Savero ini menyajikan tiga materi untuk para staf. Pada hari pertama materi yang diberikan adalah terkait dengan adaptability dan agility. Materi selanjutnya yang dipaparkan merupakan materi yang terkait dengan assertiveness. Sedangkan untuk materi ketiga yaitu public speaking dipaparkan pada hari kedua pelatihan. (LINGO, 14)	The activity held at the Savero Hotel presented three materials for the staff. On the first day, the material was related to Adaptability and Agility. The following material presented is material related to Assertiveness. As for the third material, Public Speaking will be presented on the second day of training. (LINGO, 14)

In this translation, two things must be considered. The first is tense consistency, in the word *Presented* is used here in the past tense because the activity has already taken place. This is more accurate and gives the impression that the event has finished. Using the present tense in the *The activity held* section is more appropriate in a formal context because the event has been held in the past, and we are describing what happened. The second is the simplification of the sentence in the translation of the second sentence: *On the first day, the material was related to Adaptability and Agility* seems awkward and inefficient. It should be translated as *On the first day, the focus was on Adaptability and Agility.* because the mention of *focus* is more appropriate than just *material* because it describes more precisely that the training focuses on these topics, not just presenting the material in a general form. In the translation of the third sentence, the phrase *the material presented is material related to* can be simplified to avoid repeating the word *material*. It should be translated as *The second day featured Assertiveness.* because the use of *featured* gives a more dynamic and flowing impression while avoiding the repetition of the word's *material* or *topic*. This phrase is more concise and straight to the point. Moreover, the last sentence's translation could be more precise in terms of the order of the time. The second day is mentioned, but it is also mentioned that the third material is discussed on the second day, which needs to be clarified. It would be more coherent if the translation were *As for the third material, Public Speaking will be presented on the second day of training.* because it better separates the information about the order of the materials taught. *As for the third material,* emphasizes that this is the last topic discussed, and mentioning that it happened on the second day provides accurate information. So, a good translation would be, *The event held at the Savero Hotel covered three topics for the staff. On the first day, the focus was on Adaptability and Agility. Assertiveness was the topic on the second day, while Public Speaking was covered on the final day of the training.* so Overall, by improving the flow of the sentence and the appropriateness of the words, this translation will be easier to understand and more professional in a formal context.

Table 5 Translation 5

SL	TL
Sebagai salah satu lembaga kependidikan, SEAQIL memiliki tanggung jawab untuk mengembangkan program-program inovatif dan berkualitas (LINGO, 8)	As one of the educational institutions, SEAQIL was responsible for developing innovative and quality programmes (LINGO, 8)

In Indonesian, word *memilki* indicates the present tense, meaning SEAQIL is responsible. However, the English translation uses *was responsible,* which indirectly changes it to the past tense. If seen from the context, SEAQIL, as an educational institution, certainly has ongoing responsibilities. Therefore, the more appropriate form in English is *has the responsibility,* which maintains the present tense. This change is essential to maintain the meaning intended by the original author and avoid changing the time or aspect. In Indonesian, the phrase *Sebagai salah satu lembaga kependidikan* implies that SEAQIL is one of the entities or institutions in the field of education. The translation *As an educational institution* simplifies the sentence because it does not explicitly state that SEAQIL is *salah satu* (one of the institutions) but still maintains the intended meaning. The removal of the word *salah satu* does not significantly change the meaning because the context of the sentence emphasizes SEAQIL's role as an educational institution, not the number or order of the institutions. This strategy is to make the sentence more natural and direct in English without losing essential information. The phrase *innovative and quality programs* sounds stiff and is not entirely idiomatic in English. English often uses *high-quality* to describe superior or high-quality, which is more natural and commonly used in academic or educational contexts. *Quality* as a stand-alone adjective does not provide sufficient clarity because no description describes the type of quality. Therefore, changing to *innovative and high-quality programs* is more appropriate, whereas *high-quality* emphasizes that the programs are both innovative and high quality. So, it would be better to translate it as *As an educational institution, SEAQIL has the responsibility to develop innovative and high-quality programs.* because *As an educational institution* This phrase simplifies *As one of the educational institutions* by maintaining the meaning that SEAQIL is an educational institution, but without the need to mention *one of* which does not significantly affect the meaning of the sentence as a whole. The use of *as* here is more

natural in English. *has the responsibility* Maintains the more appropriate present tense to indicate that SEAQIL still has this responsibility now, not just in the past. This phrase is also more idiomatic and direct than the use of *was responsible* in the original translation. The infinitive verb *to develop* is more common in this context because it describes a goal or action that SEAQIL is responsible for. and *innovative and high-quality programs*. This phrase refines *quality* to *high-quality,* which is more common and appropriate in English to describe the superior quality of programs. *High quality* is more idiomatic than just *quality*. Also, *programs* is a more common choice in American English but can be adjusted to suit the context of the audience. With this translation, the sentence is more natural, clear, and precise in English while maintaining Indonesian meaning.

Table 6 Translation 6

SL	TL
Kita harus mendorong setiap orang untuk belajar setidaknya satu bahasa tambahan, entah itu sebagai hobi, kegemaran atau kebutuhan profesional. Bahasa adalah bagian yang sangat penting dari masyarakat kita. (LINGO, 33)	We should encourage everyone to learn at least one additional language, whether as a hobby, interest, or for professional reasons. Language is a very important part of our society. (LINGO, 33)

Overall, this translation follows the sentence structure of the original reasonably accurately, reflecting a literal approach. The first sentence begins with the equivalent phrase, *We should encourage everyone to learn at least one additional language,* which directly reflects the message of the first sentence in Indonesian. Likewise, the second sentence, *Language is an essential part of our society,* is a reasonably faithful translation of the second sentence in Indonesian. However, while structurally accurate, a few elements could be improved to make the sound more natural and idiomatic in English. For example, the use of words like *for professional reasons* in a literal translation could probably be replaced with *for professional purposes* or *for career development,* depending on the context. While *reasons* is not wrong, it is less specific and feels broader in its use, whereas *purposes* or *career development* give a clearer picture and focus on the professional context. Moreover, the translation in the second sentence, *Language is an essential part of our society*. This is a straightforward

translation, but it feels generic or clichéd in English. This phrase could be considered more idiomatic and impactful, for example, by saying, *Language plays a crucial role in our society,* which is more indicative of the role that language plays in society. The word choice *plays a crucial role* gives a more assertive tone and focuses more on the function of language in social interaction. So the translation would be, *We should encourage everyone to learn at least one additional language, whether for a hobby, personal interest, or professional need. Language plays a crucial role in our society. Personal interest* replaces *interest* to clarify that the interest is personal and more specific than just a general interest. *Professional need* replaces *for professional reasons* to emphasize that language may be needed for practical reasons in the professional world. *Language plays a crucial role* is given more force in the second sentence, with the word choice focusing more on the role of language in society. This shows that while the literal translation *We should encourage everyone to learn at least one additional language, whether as a hobby, interest or for professional reasons* is structurally accurate, there are some areas where the phrase could be adjusted to sound more natural and influential in English. Alternative uses such as *personal interest, professional need,* and *Language plays a crucial role* provide more idiomatic results and make it easier to understand without sacrificing the original meaning. Thus, a more tailored translation can create a smoother flow and add impact to the intended message.

Table 7 Translation 7

SL	TL
Di akhir pelatihan, para guru diajak membuat sumber belajar bahasa digital berupa poster. (LINGO, 13)	At the end of the training, teachers are invited to create digital language learning resources in the form of posters. (LINGO, 13)

Overall, this translation is faithful to the sentence structure in Indonesian. The first sentence in the English translation begins with *At the end of the training,* which reflects the tense structure of the original sentence. Likewise, the use of the words *teachers* to replace *para guru* and *create* to replace *membuat* is grammatically correct. However, although structurally, this translation is similar to the original, several aspects need to be considered to make the English sentence sound more natural and

reflect a more precise meaning. A few small changes will reduce the stiffness and increase clarity without changing the essence of the original message. The Indonesian phrase *diajak buat* means more than just *invited to create*. The word *diajak* has a more motivational nuance of encouragement or invitation, implying that teachers are expected to actively participate in creating learning resources. However, in a literal translation, *are invited to create* feels somewhat formal and does not convey a more active nuance of encouragement or invitation. In this context, *are invited to* gives a more passive impression and does not fully capture the spirit of *diajak*, meaning more active or inviting direct participation. A more appropriate alternative would be *are encouraged to create* because the word *encouraged* gives the impression of a more substantial positive encouragement or invitation than *invited*. This word implies that there is an effort to motivate teachers to participate actively, according to the context of teaching or training. The phrase *sumber belajar bahasa digital* in Indonesian can be translated as *digital language learning resources*. Although this is technically correct, *learning resources* sounds rather formal and is not always used in everyday conversation or more casual contexts. In education, the term *learning materials* refers to learning aids such as books, posters, or other digital materials. Therefore, using *learning materials* instead of *learning resources* makes the sentence more natural and easier to understand without reducing the meaning or accuracy of the term. The last part of this sentence, *berupa poster*, is translated as *in the form of posters*. This phrase is entirely accurate literally, but in English, using *in the form of* sounds stiff and wordy. This term can be simplified to *such as posters*, which is more direct and does not require an overly formal structure. Using *such as* clarifies that posters are one example of digital learning materials that can be created without feeling too formal or convoluted. It also makes the sentence sound more natural and digestible for English-speaking readers. Based on this analysis, a smoother and more natural translation alternative would be: *At the end of the training, teachers are encouraged to create digital language learning materials, such as posters. Are invited to create* is replaced with *are encouraged to create* to create a stronger sense of invitation or encouragement. *Learning resources* is simplified to *learning materials* to sound more natural in an educational context. Moreover, *In*

the form of posters is replaced with *such as posters* to clarify the intent without using a phrase that feels stiff or formal. Although the literal translation is faithful to the original structure, some adjustments must be made to make the sentence sound more natural and idiomatic in English. Replacing *are invited to* with *are encouraged to* and simplifying *learning resources* to *learning materials* helps improve the flow of the sentence. They additionally replace *in the form of* with *such as* to improve the flow of the sentence without changing the original meaning. With these changes, the translation becomes more apparent, easier to understand, and faithful to the message intended to be conveyed in Indonesian.

Table 8 Translation 8

SL	TL
SEAQIL berharap pelatihan ini dapat menciptakan guru bahasa Inggris unggul dalam literasi digital dan peka terhadap isu global. (LINGO, 13)	SEAQIL hopes that this training can create English teachers who excel in digital literacy and are sensitive to global issues. (LINGO, 13)

The phrase *can create* implies a possibility rather than a definitive outcome. This wording may weaken the statement, suggesting that the training might yield a different result. A stronger phrasing, such as *will develop,* conveys a firmer expectation that the training is designed to produce teachers with specific competencies. This change emphasizes that SEAQIL anticipates a concrete outcome from the training rather than leaving it open-ended. The original translation combines two significant qualities of the teacher's digital literacy and sensitivity to global issues without clearly articulating how these attributes are interconnected or why they are essential by restructuring the sentence to include *who* before listing these qualities, it creates a more explicit link between the subject (English teachers) and their expected attributes. This adjustment enhances coherence and readability, making it evident that both qualities are integral to the profile of an ideal English teacher as envisioned by SEAQIL. The original translation's use of *can* diminishes the strength of SEAQIL's expectations regarding the training's outcomes. The revised phrase *will develop* asserts a more substantial commitment and aligns better with educational goals, which typically emphasize measurable outcomes. This adjustment reflects a more proactive approach to teacher development, suggesting that SEAQIL is not merely hopeful but is actively working

towards achieving these educational standards. Considering these observations, a more effective translation would be: *SEAQIL hopes that this training will develop English teachers who excel in digital literacy and are sensitive to global issues*. This revision clarifies SEAQIL's expectations and enhances the overall coherence of the statement. It ensures that the message about the anticipated training outcomes is structured clearly and more accessible for readers. In summary, refining the translation improves its clarity and strengthens the conveyed message about SEAQIL's commitment to fostering skilled educators equipped to address contemporary challenges in education.

Table 9 Translation 9

SL	TL
Terakhir materi yang dipaparkan oleh Susi Fauziah mengenai "Konsep GCED dalam pembelajaran Bahasa inggris". (LINGO, 12)	The last material presented by Ms Susi Fauziah on "GCED Concept in English Language Learning". (LINGO, 12)

The translation above looks ambiguous, namely in the term *last* in the original translation can indeed lead to ambiguity. In English, *last* can refer to the final item in a sequence or imply a lack of importance. To enhance clarity, using *most recent* is preferable as it explicitly indicates that the presentation is the latest, eliminating potential confusion regarding its significance. This distinction is crucial in academic settings where precision in language reflects the importance of the content being discussed. The phrase *The last material presented* is somewhat vague and lacks specificity regarding the nature of the content. In an academic or seminar context, terms like *presentation* or *talk* are more appropriate. These terms convey a formal and structured information delivery, which aligns better with academic norms. For instance, stating, *The most recent presentation by Susi Fauziah was on the 'GCED Concept in English Language Learning* clarifies the timing and specifies the format of the content, making it more suitable for an academic audience. The original sentence structure may feel awkward to English speakers, mainly when it follows a direct translation from another language. A more natural construction would place the speaker's name before the topic discussed. This rearrangement enhances readability and aligns with conventional English syntax, allowing for smoother comprehension. Taking all these factors into account, a refined translation could be presented as

follows: *The most recent presentation by Susi Fauziah focused on the 'GCED Concept in English Language Learning.* This version effectively communicates the timeliness of the presentation, the specific format (presentation) rather than a general term (material), and a more natural flow that adheres to English language norms. so careful attention to terminology, specificity, and sentence structure significantly enhances clarity and effectiveness in academic translations. By employing precise language and appropriate formats, translators can ensure that their work meets the expectations of scholarly communication while accurately conveying the intended message.

Table 10 Translation 10

SL	TL
Hasil yang diharapkan setelah pelaksanaan kegiatan ini adalah kemampuan staf untuk dengan tangkas merancang strategi adaptasi guna menghadapi berbagai tantangan perubahan, termasuk di antaranya perkembangan teknologi yang pesat. (LING, 15)	The expected outcome after implementing this activity is the ability of staff to agilely design adaptation strategies to face various challenges of change, including the rapid development of technology. (LINGO, 15)

The translation above closely follows the structure and wording of the source language (SL), which is characteristic of a literal translation approach. While this can be beneficial for maintaining the original meaning, it often leads to awkward phrasing in English. For example, *kemampuan staf untuk dengan tangkas merancang strategi adaptasi* translates directly to *the ability of staff to agilely design adaptation strategies*. Here, the direct translation preserves the original intent but results in a clumsy expression in English. The word *agilely* is an example of vocabulary that, while technically correct, is not commonly used in everyday English. This choice can make the sentence sound unnatural or overly formal. A more familiar term like *swiftly* would enhance readability and convey the intended meaning more effectively. Thus, replacing *agilely* with *swiftly* not only improves fluency but also aligns better with common usage. The phrase *various challenges of change* mirrors the source text but can come across as slightly awkward in English. A rephrasing to *various challenges* streamlines the expression and eliminates redundancy, as *challenges* inherently implies change in context. This adjustment enhances clarity without losing any essential meaning. *termasuk di antaranya perkembangan teknologi yang pesat,* translated as *including the*

rapid development of technology, is accurate but could benefit from slight restructuring for fluency. The phrase can be rephrased to *including the rapid advancement of technology,* which sounds more natural and impactful. The term *advancement* carries a positive connotation and emphasizes progress, making it a stronger choice in this context. The phrase *after implementing this activity* was simplified to *of this activity,* which maintains the original meaning while streamlining the sentence structure. This reduction contributes to a more concise and effective communication style, which is particularly valued in academic and professional writing. Considering these points, a refined translation could read: *The expected outcome of this activity is that staff will be able to swiftly design adaptation strategies to tackle various challenges, including the rapid advancement of technology.* In this sugestion tranlation natural language use, substituting *agilely* with *swiftly* enhances readability. Rephrasing *various challenges of change* to *various challenges* improves clarity. Changing *development* to *advancement* adds a positive nuance. Simplifying phrases helps streamline communication without losing meaning. while literal translations can preserve core meanings, they often require adjustments for fluency and naturalness in English. By focusing on vocabulary choice, sentence structure, and overall clarity, translators can create translations that not only convey accurate information but also resonate well with English-speaking audiences.

Table 11 Translation 11

SL	TL
Hal ini meliputi aspek kebahasaan, serta hal-hal pendukung tuturan seperti mimik, gestur, intonasi, dan lain sebagainya, dengan memperhatikan etika dan norma yang berlaku agar pesan yang disampaikan dapat diterima dan dipahami dengan baik oleh audiens. (LINGO, 15)	This includes the language aspects and supporting speech matters such as mimicry, gestures, intonation and so on, by paying attention to applicable ethics and norms so that the audience can receive and understand the message. (LINGO, 15)

In the translation above seems unnatural and unspecific, *Aspek kebahasaan* refers to the components of language, such as grammar, vocabulary, and sentence structure. In English, the phrase *language aspects* sound quite general and vague. *Linguistic aspect* is more appropriate to use here because *linguistics* Refers directly to everything related to language and language analysis, giving a more specific and

technical nuance. In other words, *linguistics* is more appropriate in the context of a more formal and academic discussion of language. in the translation *Supporting speech matters* feels a bit awkward in English because this phrase is too general and does not refer directly to the non-verbal elements meant in this context. In addition, the word *matters* in this context is less appropriate because it refers more to problems or issues, which can cause confusion for the reader. *Non-verbal elements* is a more appropriate choice, because this phrase directly describes supporting elements that do not use words, such as facial expressions, gestures, and intonation. *Non-verbal elements* is more specific and more natural to use in the context of communication. The word *Mimik* in Indonesian refers to facial expressions or facial movements used to convey emotions or information. *Mimicry* in English tends to mean *imitation* or *imitation*, which is more related to the act of imitating the behavior or expressions of others, not just facial expressions in communication. This can cause confusion for English readers. It is more appropriate to use *Facial expressions* because it is more specific and precise, because it directly describes the facial expressions used in non-verbal communication, using *facial expressions* is more transparent and easier to understand in this context. *Dengan melihat* is translated as *by paying attention to,* which sounds quite natural in English. However, this expression can sound a little more complicated and long. *Applicable ethics and norms* is good enough, but it can flow better if it is slightly rearranged to *while adhering to*, which gives a more active and assertive nuance. *While adhering to* gives the impression that the speaker or communication participant *follows* or *complies* with the applicable ethics and norms, which more accurately describes the principles of effective communication. Next, the phrase *messages delivered can be received and understood well* is correctly translated as *the audience can receive and understand the message*. However, the choice of the word *receive* sounds a bit stiff in this context. *Understand* is quite appropriate, but it could be clarified by using the word *comprehend* to give a more formal impression and show a deeper or more thorough understanding. *Receive* in communication often refers to passively receiving information, while *comprehend* shows a more active and thorough understanding, which is more appropriate in the context of discussing effective communication. With all of the above considerations, a more natural and more specific translation would be: *This includes*

linguistic aspects and non-verbal elements such as facial expressions, gestures, and intonation, while adhering to applicable ethics and norms, so that the audience can receive and comprehend the message effectively. emphasizes the importance of choosing more precise and specific words to avoid confusion for English readers, by replacing terms that are too general or ambiguous.

Table 12 Translation 12

SL	TL
Diharapkan hasil dari kajian ini dapat memberikan kontribusi yang positif dalam upaya meningkatkan mutu pendidikan bahasa Inggris di Indonesia. (LINGO, 17)	Hopefully, this study's results can positively contribute to improving the quality of English language education in Indonesia. (LINGO, 17)

In the translation above, it looks less formal and not like an academic context. *Diharapkan* in Indonesian is a word that shows hope or expectation. The use of this word indicates that the speaker hopes or wants something as a result of the study. In English, the translation *hopefully* is quite appropriate in this context, because *hopefully* is used to express hope. However, *hopefully* is often seen as a little more informal and more suitable for use in everyday conversation or a more relaxed style of language. but *Hopefully* is more suitable to be replaced with *It is expected that* to give a more professional impression and based on structured analysis. *Hasil dari kajian ini* is translated into *this study's results*, which is quite accurate literally and contextually. *This study's results* is the correct translation in terms of structure and meaning. However, if you want to avoid the impression of direct ownership (as indicated by the apostrophe), another more formal alternative is *the results of this study*. *The results of this study* is more common and formal in academic contexts because it uses a more neutral passive form and does not emphasize ownership or the subject directly. *Dapat memberikan kontribusi yang positif* translates to *can positively contribute*, which is technically correct, but could be a little more natural in English. *Can positively contribute* sounds a bit awkward and could be simplified to improve the flow of the sentence. A more common and more fluent phrase in English is *make a positive contribution*. *Make a contribution* is more often used in this context because it feels more concrete and is more common in formal English, especially in academic or

research contexts. *Can positively contribute* tends to be more technical and a bit stilted for this sentence. *Dalam upaya meningkatkan mutu pendidikan bahasa Inggris* is translated as *in improving the quality of English language education*, which is quite accurate. However, in English, the expression *improving the quality* is very common, but the phrase *English language education* can sound long and redundant. In many contexts, *English education* is sufficient to convey the same meaning without compromising the meaning. So, the suggested translation would be as follows: *It is expected that the results of this study will make a positive contribution to efforts to enhance the quality of English education in Indonesia*. *Hopefully* is better replaced with *It is expected that* to give a more professional impression and based on structured analysis. *Can positively contribute* can be simplified to *make a positive contribution* to be more flowing and often used in academic contexts. *Improving the quality* can be replaced with *efforts to enhance* to give a deeper and more organized nuance of improvement. *English language education* is more concise than *English education* without reducing the meaning. With these changes, the sentence becomes more formal, more appropriate for academic contexts, and easier for English readers to understand.

Table 13 Translation 13

SL	TL
Dalam kegiatan ini, peserta juga menyusun dan mempresentasikan rencana pembelajaran berbasis proyek secara berkelompok. Presentasi proyek dikemas dalam bentuk poster yang juga mendapatkan apresiasi dari peserta. (LINGO, 19)	During the event, participants also worked in groups to develop and present lesson plans of project-based learning. Project presentations were presented in the form of posters, which received appreciation from the participants. (LINGO, 19)

in the translation above the phrase *Worked in groups to develop and present lesson plans of project-based learning* This phrase is a bit long and can feel redundant or inefficient. *Lesson plans of project-based learning* is a technically correct expression, but it is not very natural and tends to be verbose. In this context, *project-based lesson plans* is clear enough to replace the longer phrase. In addition, the use of the two verbs *to develop* and *to present* sounds a bit repetitive, because both already have similar meanings in this context, namely to design and then deliver. So, it should be corrected to *Worked in groups to develop and present project-based lesson plans*.

This simplification of the phrase makes the sentence easier to understand and more direct. In English, *project-based lesson plans* is a very common expression used in educational contexts. Adding *of* makes it sound more verbose, and affects the flow of the sentence. The sentence is more efficient and more concise without losing the information it wants to convey. *Project presentations were presented in the form of posters* This sentence contains obvious redundancy the word *presented* appears twice, which makes the sentence sound unnatural and overly repetitive. Using two words in a sentence like this is generally avoided in English, as it adds no information and actually detracts from the flow of the text. It would be better to change it to *Project presentations were made in the form of posters.* replacing the second *presented* with *made,* which is more appropriate in this context. *Made* indicates that the presentations were put together or created in the form of posters, without repeating the same word. The phrase *received appreciation from the participants* is clear and understandable, but it feels a bit generic and unspecific. It also sounds a bit formal and stiff in a more natural conversational or textual context. While *appreciation* itself is not wrong, there is a more common alternative for feedback or responses to a presentation: *positive feedback*. It would be better to change it to *received positive feedback from the participants.* Using *positive feedback* gives a more specific nuance and is more often used in academic contexts or seminar/presentation activities. *Feedback* is a more general term used to describe responses to a presentation or project. So, a good translation would be: *During the event, participants worked in groups to develop and present project-based lesson plans. The presentations were made in the form of posters and received positive feedback from the participants.* This translation looks better because This sentence is easier to read because it avoids unnecessary repetition and provides a smoother flow, *Project-based lesson plans* is a more concise and clear expression, and *positive feedback* is more often used in the context of assessing or responding to a presentation or activity. By combining the sentences into two well-organized clauses, this translation puts more emphasis on the important elements of the activity. With these improvements, the translation is more efficient, more natural in English, and easier for the reader to understand, while still maintaining the meaning

and context of the source sentence.

Table 14 Translation 14

TL	SL
Selain itu, menyambut perayaan hari bumi setiap tanggal 22 April, sudah selayaknya seorang pendidik mampu memperkenalkan alam kepada para siswa. (LINGO, 22)	Additionally, commemorating Earth Day every 22 April provides teachers with a fitting opportunity to introduce students to nature. (LINGO, 22)

In the translation above there is a word that will make the reader confused as in the translation *The last material* The word *last* in English can potentially be confusing, especially in an academic or seminar context. The word *last* can have two different meanings, *Last* in time order: meaning the material presented last (last in time order, such as in the last session). *Last* in order of importance: meaning the material that is considered the most recent or most important. In this context, the sentence *The last material* may be interpreted as the material presented last (for example, in the last session of the seminar), or it could also mean the more important material among other materials. This can cause ambiguity. Using *The most recent presentation* provides more specific clarity regarding time. The phrase *most recent* indicates that this is the latest presentation, the most recent in a series of events or seminars. This avoids the potential ambiguity that can arise with the word *last*. The word *material* in Indonesian refers to the content or teaching materials presented in a session, but in English, the word *material* sounds a bit too general and is often used in a physical or tangible context (such as materials). In the context of a seminar or lecture, it is more appropriate to use the word *presentation*, which is more specific and formal in describing the type of material presented in an academic forum. *Presentation* is more appropriate because it implies that this is an event or session where someone delivers material to an audience, which is more contextual to seminar or training activities. After making improvements to some parts, a more natural translation that is more in accordance with English norms is: *The most recent presentation by Susi Fauziah was on 'GCED Concept in English Language Learning.* in this improvement the translation becomes more professional, clearer, and more in accordance with the style of language used in academic or seminar contexts in the English-speaking world, because Using *most recent* to avoid ambiguity and provide clarity regarding the time of presentation. Using *presentation* instead of

material to refer to a more specific type of material in the context of a seminar or academic event, and a more natural structure according to the equivalent in English.

Table 15 Translation 15

SL	TL
Pembelajaran luar ruangan mengkombinasikan pembelajaran bukan sekedar belajar, melainkan ada unsur bermain yang dapat membuat siswa merasa lebih tertarik saat mendalami materi yang diajarkan. (LINGO, 24)	Outdoor learning combines learning, not just learning, but also an element of play that fostering students feel more interested when exploring the material being taught (LINGO, 24)

In the translation above, the sentence *Outdoor learning combines learning, not just learning* sounds repetitive and unclear. The repetition of the word *learning* without further explanation makes it less effective in explaining the intended meaning. Also, in English, repeating the same phrase in one sentence is often considered inelegant or inefficient. *Instruction* more accurately describes a structured teaching or learning process, which is relevant in the context of outdoor learning. The word *instruction* encompasses the idea of more formal and systematic learning, while *learning* can sound broader and less focused. Replacing the repeated word *learning* with *instruction* will immediately lead to a more specific concept, namely organized teaching, which in this context refers to educational activities carried out outside the classroom. The sentence *But also an element of play* does not flow smoothly or blend with the previous sentence. The use of the word *but* indicates a contrast, but it is not clear whether it connects the two elements effectively. This phrase feels separate and needs improvement to be more coherent and natural in English. *But also, an element of play* is replaced with *Incorporating elements of play*. The phrase *Incorporating elements of play* is more natural and directly refers to the incorporation of play elements into learning. The word *incorporating* is more appropriate to indicate the process of inserting or integrating something into a system or activity. Using *elements of play* instead of *an element of play* gives a more inclusive and flexible feel, which is more appropriate to the broader context of the various types of games or activities involved in learning. The sentence *That fostering students feel more interested* feels unnatural and somewhat vague. This phrase seems too direct a translation from Indonesian *(mebuat siswa merasa lebih*

menarik) and does not conform to English conventions. *Fostering* is usually followed by a clearer object, and is not usually followed by a clause such as *students feel more interested*. In addition, *feel more interested* sounds a bit stiff and does not flow very well. Replace *that fostering students feel more interested* with *which helps to engage students more deeply*. *Engage* is a more appropriate word in this context because it is more commonly used in educational contexts to describe how to involve or attract students' attention. The word *engage* describes a more active process than simply getting students interested. *More deeply* replaces *feel more interested* and gives a stronger and deeper impression, showing that this activity not only attracts students' attention, but also engages them more intensively in the material being studied. The phrase *when exploring the material being taught* is quite long and a bit wordy. It should be corrected with *in exploring the material*. The phrase *in exploring* is enough to describe the activities of students involved in exploring the material without having to repeat *being taught* which gives the impression of being excessive and unnecessary. *In exploring* is more direct and concise, avoids unnecessary repetition and makes the sentence more concise. So, the translation will be: *Outdoor learning combines instruction with elements of play, which helps to engage students more deeply in exploring the material*. In this way the translation avoids repetition, uses more precise terms and a more natural structure in accordance with the English equivalent.

Table 16 Translation 16

SL	TL
Oleh karena itu, guru sangat perlu memiliki bekal yang baik mengenai strategi dan pemberian tema belajar yang menyenangkan. (LINGO, 24)	Therefore, teachers really need to have good provisions regarding strategies and providing fun learning themes. (LINGO, 24)

In the translation above, the word *good provisions* feels less appropriate in this context. In English, *provisions* usually refers to food supplies, physical supplies, or even provisions/rules in formal documents. Therefore, using the word *provisions* to mean *bekal* in the context of education feels less natural and does not match the actual meaning. *A strong foundation* is a phrase more commonly used in the context of education, referring to a solid foundation or foundation needed to do something, in this case, teaching. This phrase is very suitable to describe the *bekal yang baik* referred to

in the source sentence, namely the knowledge or skills teachers need. *Foundation* describes something solid and fundamental, in accordance with the purpose of this sentence which wants to emphasize that teachers need to have a strong foundation in terms of knowledge and skills to teach well. *A strong foundation* is more natural and more specific in the context of education. This shows that teachers need a solid supply of knowledge and skills to plan and implement effective learning. *Provisions* in English tends to be narrower and not suitable in this context, while *foundation* is more appropriate because it includes the knowledge, skills, and mental readiness needed to teach. The part *regarding strategies and providing fun learning themes* in the first translation feels a bit awkward and unclear. The phrase *providing fun learning themes* sounds a bit wordy and inappropriate in English, because it is not so natural to mention *providing* in the context of *themes*. *Providing* is often used to mention the provision of something more concrete (for example, materials or tools), while in the context of learning themes, the word *creating* is more appropriate. It is better to replace *regarding strategies and providing fun learning themes* with *on strategies and creating engaging learning themes*. *On strategies* is more direct and clearer than *regarding strategies*. *On* is more commonly used in the context of discussing or understanding a topic, while *regarding* sounds more formal and a bit stiff. *Creating engaging learning themes* is more natural and appropriate than *providing fun learning themes*. In the context of education, *creating* is more often used to describe the process of designing or developing something (in this case a learning theme), while *providing* sounds more passive and less descriptive of the active effort involved in designing a theme. *Engaging* is more appropriate to describe a learning theme that can actively attract students' attention, while *fun* although correct, is a bit too casual and does not reflect the broader meaning in the context of education, which involves both interesting aspects and effective learning. The use of the word *really* in the original translation *(really need)* sounds a bit redundant and unnecessary. In English, the word *really* is often used to emphasize something, but in this sentence, it does not add the clarity or intensity needed. In fact, its use can lengthen the sentence for no good reason. It would be better to remove *really*, so that the sentence becomes *teachers need*. *Need* is enough

to emphasize the urgency or importance of what the teacher needs. There is no need to add *really*, which only complicates the sentence and gives it a more informal impression. Removing this word makes the sentence sound more professional and direct. After the above corrections, a more accurate and natural translation would be: *Therefore, teachers need to have a strong foundation in strategies and creating engaging learning themes. A strong foundation* replaces *good provisions* to show that teachers need a solid foundation in knowledge and skills for effective teaching. *On strategies* replaces *regarding strategies* to make the sentence more direct and understandable. *Creating engaging learning themes* replaces *providing fun learning themes* to emphasize the active and productive aspect of designing relevant and interesting learning themes for students. And removing *really* makes the sentence more concise and direct. This translation is not only more appropriate to the educational context in English, but also more professional and easier to understand. By replacing inappropriate terms and rephrasing the sentence, this translation provides a clearer and more precise meaning without losing the essence of the source sentence.

Table 17 Translation 17

SL	TL
Misalnya saja tentang kebersihan atau sampah. Guru mampu menunjukan contoh nyata pada situasi tersebut baik menjelaskan efek buruk dan cara mengatasi permasalahan sampah di lingkungan sekolah. (LINGO,25)	For example, about cleanliness or rubbish. The teacher is able to show real examples of this situation, both explaining the bad effects and how to overcome the problem of waste in the school environment. (LINGO,25)

In the translation above the phrase *about cleanliness or rubbish* feels general and not quite right in this context. The word *about* tends to give a non-specific impression, and the use of the word *rubbish* can sound a bit informal. Although *rubbish* can be understood in English, it is more often used in everyday conversation or a more relaxed context. In the context of education or the environment, the word *waste* is more appropriate and more often used. *Regarding* is a more formal and specific word choice compared to *about*, and is more appropriate in the context of a more structured explanation or discussion, such as that which occurs in learning or education. *Regarding* gives a more directed and formal impression than *about*, which is more suitable in a more in-depth and serious explanation. *Waste* is a more general and neutral term to

describe *garbage* in a more formal and academic context. *Waste* also covers various types of garbage or waste, which can be broader than just *rubbish*. *Waste* is more suitable in the context of education because it gives a more professional and comprehensive feel in explaining the problem of garbage. The sentence *The teacher is able to show real examples of this situation* sounds a bit long and can be simplified for clarity and fluency. The phrase *menunjukkan contoh nyata* is a literal translation of *show real examples,* but in English, it is more common to use the phrase *provide real-life examples* to describe giving relevant and applicable examples. *Can provide* is more direct and straightforward than *is able to show. Provide* is more often used in academic or educational contexts when referring to providing examples or materials. *Can provide* simplifies the sentence, making it more direct and easier to understand. *Real-life examples* is a more natural phrase in English to describe examples taken from everyday life, which are more relevant and easier for the audience to understand, especially in educational contexts. *Real-life examples* sounds more natural and is more often used in educational contexts, indicating that the examples given are directly related to real experiences or relevant situations. The phrase *both explaining the bad effects and how to overcome the problem of waste in the school environment* sounds a bit long and wordy. Moreover, *bad effects* sounds a bit non-specific and too informal. Meanwhile, *how to overcome the problem* can also be abbreviated to make the sentence more concise and easier to understand. In this context, we can use more precise and shorter terms, such as *negative effects* and *solutions for waste issues. Negative effects* is more precise and more formal than *bad effects.* This term is more often used in academic or formal contexts to describe negative impacts or consequences. *Negative effects* is more commonly used in educational contexts and is more appropriate than *bad effects. Solutions for waste issues* is clearer and more concise than *how to overcome the problem of waste.* This phrase directly refers to solutions or ways to deal with waste problems, which is more appropriate in educational or environmental contexts. *Solutions for waste issues* is more specific and more professional than *how to overcome the problem of waste,* which sounds more descriptive and less efficient. The sentence structure is more concise and clearer, avoiding repetition and providing a more direct

meaning. After analyzing the shortcomings of the translation above, a better and more natural translation would be: *For example, regarding cleanliness or waste, the teacher can provide real-life examples, explaining both the negative effects and solutions for waste issues in the school environment.* Overall, these changes improve the quality of the translation, making it more in line with natural English norms and more targeted in educational contexts.

Table 18 Translation 18

SL	TL
Setiap pemelajar bahasa dapat memahami perasaan itu ketika berbicara dengan penutur asli, dan ketika Anda dapat merespon kembali atau memahami dengan baik apa yang mereka bicarakan, dengan sendirinya akan memberikan perasaan pencapaian yang luar biasa. (LINGO, 32)	Every language learner can understand the feeling of talking to another native speaker, and when you are able to respond to them or understand what they are saying, it gives a feeling of great achievement. (LINGO, 32)

In the translation above, there are several things that can be improved to improve fluency, clarity, and suitability to the English context. In the translation, *Every language learner* is used as the subject of the first sentence, but in the second sentence, it suddenly switches to the use of the pronoun *you*, which refers to a specific reader or individual. This causes disharmony between the first and second sentences. *Every language learner* is a general form, while *you* refers to a more personal and direct statement. This switch can be confusing for readers, especially if the intention is to maintain generality or a broader discussion, rather than talking about a reader directly. It is better to maintain subject consistency throughout the sentences. If the first sentence talks about *every language learner,* then the second sentence should follow that style. In other words, we can use *language learners* in both sentences or stick to the more formal and general form. It is better to use *When language learners are able to respond...* to be more consistent with the first sentence. The phrase *talking to another native speaker* can cause confusion in this translation. Literally, this phrase can be understood to mean that the language learner is talking to *another native speaker* instead of a native speaker in the context of language learning. In the context of language learning, the real meaning is talking to a native speaker, which helps the learner to test their language skills and build confidence. Using *another native speaker*

makes it seem like the learner is talking to someone who is not part of their learning process. It is better to use *a native speaker* without the word *another,* as this more accurately describes the interaction that occurs between the learner and the native speaker in the context of language learning. The phrase *great achievement* in the translation sounds a bit generic and does not convey the emotional depth that is intended to be conveyed. In the context of language learning, the achievement is more than just *big,* but something deeper and more meaningful. This phrase can be revised to give a more significant and powerful sense of achievement, which can invite deeper feelings in the reader or listener. It is better to replace *great achievement* with *profound sense of achievement,* which gives the impression of a greater, deeper, and more emotional achievement. *Profound* gives a stronger connotation and implies that the achievement is not only something *big,* but also meaningful and emotionally memorable for the learner. The phrase *When you are able to respond to them or understand what they are saying* is a bit long and could be made clearer and more concise. The construction of this sentence feels a bit wordy, and there is an element of redundancy. *Respond to them* could be shortened to *respond effectively* to add clarity that the intended response is an appropriate or effective response, something that is very important in language communication. It would be better to use the phrase *When you are able to respond effectively* or *When you can respond effectively* to increase clarity and simplicity. Putting all the above changes together, a more natural and clear translation in English is as follows: *Every language learner can experience the satisfaction of interacting with a native speaker. When language learners are able to respond effectively or understand what they are saying, it brings a profound sense of achievement.* This correction improves the translation in terms of clarity, naturalness, and emotional power, while maintaining the context and original meaning of the Indonesian sentence. By using simpler, less ambiguous sentences, English readers will find it easier to understand the intended meaning, namely the deep sense of accomplishment that language learners feel when interacting with native speakers.

Table 19 Translation 19

SL	TL
Banyak perusahaan dan organisasi ingin	Many companies and organisations like to

mendirikan perusahaan mereka di berbagai negara, sehingga membutuhkan orangorang yang dapat berbicara dan memahami bahasa setempat. (LINGO, 33)	establish their firms in many countries where they require individuals who can speak and understand the local language. (LINGO, 33)

In the above translation, the phrase *like to establish their firms in many countries* sounds a bit unnatural and seems more casual. In this context, the word *like* tends to reduce the impression of professionalism and more serious goals. In addition, the word *firms* feels a bit narrow, because it refers more to small companies or businesses, while the word *operations* gives a broader impression and is more appropriate when talking about the expansion of a company or organization to other countries. It would be better to replace *like to establish their firms* with *Aiming to set up their operations Aim to* gives a stronger nuance regarding the intention or goal to be achieved, namely establishing their company or branch abroad. *Set up* is a more natural choice of words and is more often used in the context of establishing something, while *operations* is broader and more appropriate to describe the activities of the company, not just a particular business unit (firms). *Aim to set up* is more formal and more appropriate in describing the goals and intentions of a company that wants to expand abroad. This sentence gives the impression that the company has a clear and structured plan for expansion. *Operations* is a more professional and more flexible term than *firms*. This term covers more than just the physical company, but all the activities carried out by the company in the new country. *In various countries* replaces *in many countries*. *Various* gives a more formal and structured impression, while *many* sounds a bit too general and non-specific. *Various* better describes the diversity of countries that are the destinations for expansion, thereby increasing the depth of the sentence. *Various countries* provides variation in the use of words and avoids the repetition of the word *many*, which can make the translation feel monotonous and less elegant. The phrase *where they require individuals* feels a bit awkward and seems to burden the sentence with unnecessary structure. Using *where* in this context makes the sentence more complicated than it needs to be. In addition, the word *individuals* sounds too formal and less natural compared to *people*, which is more commonly used in everyday language and in this context. *Where they require individuals* should be replaced with

Requiring people. Eliminating *where* and going straight to *requiring* makes the sentence more concise and easier to understand. It also eliminates redundancy in sentence structure that can lead to decreased fluency. Removing *where* makes the sentence more direct and clearer. The simpler structure makes it easier for the reader to follow the intent of the sentence without being distracted by unnecessary elements. *People* is more appropriate than *individuals* in this context, because *people* is more general and easier to digest in sentences that relate to the workforce or a company's need to recruit people for a specific purpose. *People* fits the context better and is more natural to use in everyday conversation or writing in English, without compromising the seriousness or professionalism of the sentence. After analyzing the shortcomings of the translation above, here is a suggestion for a better translation: *Many companies and organizations aim to set up their operations in various countries, requiring people who can speak and understand the local language*. The improvements made to this translation result in a sentence that is easier to understand, more natural in English, and more in keeping with the formal style used in a business or professional context.

Table 20 Translation 20

SL	TL
Di akhir pertemuan, kedua pihak sepakat untuk terus menjajaki dan mengembangkan kerja sama yang saling menguntungkan dalam upaya meningkatkan kualitas pendidikan dan kompetensi tenaga pendidik di Provinsi Aceh. (LINGO, 37)	At the end of the meeting, both parties agreed to continue exploring and developing mutually beneficial collaboration to improve the quality of education and educators' competence in Aceh Province (LINGO, 37)

In the translation above, *Exploring and developing* is generally acceptable, but in this context, the use of these words feels more passive and less indicative of ongoing or active progress. *Exploring* indicates an initial search or introduction, which seems more experimental or uncertain, whereas in this sentence, we are talking about the continuation and development of a more structured and serious collaboration. *Developing* is also correct, but could be further refined to reflect a deeper ongoing effort. It would be better if *Pursuing* replaced *exploring* to give a more active, professional, and sustainable nuance. *Pursue* is more appropriate to describe a serious and ongoing step in a process or effort, which fits the context of long-term

collaboration. *Enhancing* replaces *developing* because it gives a stronger impression of improving quality. *Enhancing* refers to more specific and ongoing improvements, while *developing* is often interpreted as an early stage or development that is still general. The use of the words *pursuing* and *enhancing* gives a stronger picture, indicating a long-term commitment to the efforts being made. *Pursuing* reflects a more active and ongoing intention, rather than simply searching or exploring. Next, replacing *mutually beneficial collaboration* with *mutually beneficial partnership Collaboration* can indeed be used in this context, but this word has a more open connotation and is often used in the context of more informal or short-term cooperation. *Partnership*, on the other hand, implies a more formal and long-term relationship, which is more appropriate in this context, where both parties are committed to working together over a long period of time to achieve a common goal. *Partnership* gives the impression of a more serious and structural relationship than *collaboration*. The word *partnership* is more appropriate to describe a deeper and more ongoing relationship between two parties who have mutually beneficial goals. The word *Partnership* gives the impression of a more serious and structural relationship than *collaboration*. The word *partnership* is more appropriate to describe a deeper and more ongoing relationship between two parties who have mutually beneficial goals and creates a more formal and structured nuance. In the translation above, the phrase *educators' competence* is clear enough, but in English, this structure can feel unclear or can cause ambiguity about whether competence in general or competence in a specific context is meant. It is better to add the article *the* to ensure that the reader understands that the specific competence of the educators being discussed is meant. By using the article *the,* this sentence becomes more specific and formal, and ensures that there is no confusion about what is meant. So, the translation would be: *At the end of the meeting, both parties agreed to continue pursuing and enhancing a mutually beneficial partnership to improve the quality of education and the competence of educators in Aceh Province.* This translation revision produces a more formal, clear, and focused sentence. By making these changes, this translation is more in line with the formal and professional context intended in the original sentence, and is easier for English-speaking readers to understand.

Conclusion

The study on LINGO magazine's use of natural equivalents in literal translation provides key insights into the complexities and solutions in translation practice. It underscores the importance of balancing fidelity to the original meaning with clarity in the target language. For LINGO magazine, which seeks to educate and inform, ensuring translations are both accurate and easily understood is crucial. The study also explores the challenges of literal translation, including structural and nuanced differences, cultural variations, idiomatic expressions, and grammatical issues that affect translation quality and message reception. These findings have significant implications for translators, editors, and readers, enhancing translation quality and readability. This research lays a foundation for developing more effective translation techniques in bilingual publications and serves as a valuable reference for future studies.

In addition, future research could explore several areas to build on the findings of this study. Investigating the application of natural equivalents in other types of bilingual publications, such as technical or literary texts, could provide a broader understanding of translation challenges across different genres or taking comparative studies between literal and dynamic translation methods might also reveal how different strategies affect clarity and fidelity in order to improve practical applications in bilingual publications.

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