

MICRO TRANSLATION

TEACHER'S BOOK

This book is designed as an in-depth teacher's guide to micro-level translation, offering detailed insights into translating words, phrases, collocations, and idioms. It also covers the complexities of clause-level and sentence-level translation, providing educators with thorough explanations and strategies for discussing exercises in depth. By combining theoretical frameworks with practical examples, this book helps teachers effectively guide students through the essential aspects of translation, ensuring they build a solid understanding and proficiency in translating various linguistic elements.

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Paramita Widya Hapsari
Anita Rusjayanti
Kennia Wikanditha



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MICROTRANSLATION
Teacher's Book

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Anggota IKAPI No. 340/JTI/2022



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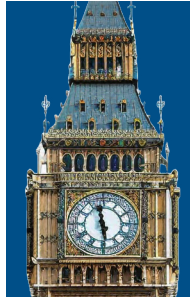
Perancang sampul: Dicky Gea Nuansa

Penata letak: Noufal Fahriza

ISBN : 978-623-519-287-1

xii + 212 hlm. ; 15,5x23 cm.

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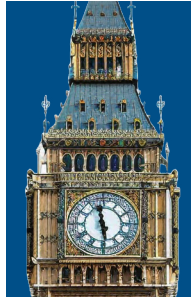
ACKNOWLEDGEMENT

We would like to present our deepest gratitude to the English Diploma Program at the Vocational School of Universitas Sebelas Maret for their generous financial support in the development of this Microtranslation module. Without their commitment to fostering academic growth and innovation, this work would not have been possible.

We are also grateful to the faculty members and colleagues who have provided their valuable insights and expertise throughout the preparation of this module. Their contributions have been instrumental in shaping the content and ensuring its academic rigor.

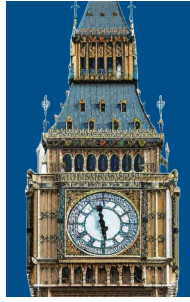
Lastly, we would like to acknowledge the students, whose dedication to learning continues to motivate our efforts. It is our hope that this module will serve as a valuable resource in understanding the complexities of microtranslation.

Thank you



PREFACE

The five sections in this module, Introduction to Micro-Level Translation, Translating Words and Phrases, Collocations and Idioms, Clause-Level Translation, and Sentence-Level Translation, give students a foundational understanding of micro-level translation. By reading the broad theories and completing some of the activities in this module, students with the least experience with translation will be able to comprehend how to translate correctly. This module's exercises can be completed alone, in pairs, in small groups, or in big ones. In addition, each course concludes with case studies that allow students to showcase their attitudes toward critical, logical, and creative thinking. So, the students will gain long-term benefits such as improved accuracy and efficiency in translation tasks, a deeper understanding of language intricacies, and enhanced critical thinking skills applicable in various professional settings. By the end of the course, students should be able to translate words, phrases, clauses, and sentences with greater precision, effectively handle idiomatic expressions and collocations, and apply analytical, systematic, and innovative approaches to real-world translation challenges through comprehensive case studies.



FRAMEWORK

No.	Unit	Objectives	Materials
1	Unit 1: Introduction to Micro-Level Translation a. Definition and Scope of Micro Translation b. Common Challenges in Micro-Level Translation	- Students are able to explain the concept of language, the concept of macro- and microtranslation, and translation in general. - Students are able to identify and fix some problems found in a translation (e.g. different language systems of ST and TT, cultural terms, etc)	- Micro and macro translation - Aspects of translation quality assessment - Equivalence at the word level - Factors causing problems in translating culturally specific words/terms - The concept of untranslatability - Strategies for translating English words that do not have a direct equivalent in Indonesian.
2	Unit 2: Translating Words and Phrases a. Words vs. Phrases	- Students are able to differentiate between words and phrases - Students are able to identify and know the functions of Nouns, Verbs, and Adjectives	- Structure and meaning of nominal groups with nouns (pre-modifier & post-modifier) - Structure and meaning of adverbial groups

	b. Translating parts of speech: Nouns, Verbs, and Adjectives c. Translating Phrases: Nominal group, verbal group, and adverbial group	- Students are able to identify Nominal group, verbal group, and adverbial group - Students are able to translate words and phrases	- with pre-modifiers such as more, quite, far, too, so, very, just about as - Structure and meaning of verbal groups - Strategies for translating nominal groups, adverbial groups, and verbal groups.
3	Unit 3: Collocations and Idioms a. Understanding Collocations and Idioms b. Strategies for Translating Collocations and Idioms c. Translating Common Collocations and Idioms d. Maintaining Naturalness in Translating Collocations and Idioms	- Students are able to understand the concept and importance of Collocations and Idioms. - Students are able to identify common Collocations and Idioms in English and Indonesian language - Students are able to apply strategies to translate Collocations and Idioms while maintaining meaning and cultural relevance. - Students are able to practice translating Collocations and Idioms with real-world examples.	- Idioms - Collocations - Literal vs. Figurative Meaning - Strategies for translating Collocations and Idioms

		Students are able to explore tools and resources to assist in translating Collocations and Idioms.	
4	Unit 4: Clause-Level Translation a. Dependent Clause vs. Independent Clause b. Active Clause vs. Passive Clause c. Translating Clauses d. Challenges and Strategies in Translating Clauses	- Students are able to understand clauses - Students are able to identify active and passive clauses - Students are able to make the correct clauses - Students are able to apply the strategies for translating clauses	- Differences between English simplex clauses in 'active' and 'passive' forms - Challenges in translating English simplex clauses in 'active' and 'passive' forms that contain cultural elements, idioms, etc. - Strategies for translating English simplex clauses with verbal groups that contain elements (finite and event) and (finite, auxiliary, event) in active and passive forms, which include cultural elements, idioms, etc.
5	Unit 5: Sentence-Level Translation a. Structuring Sentences	- Students are able to know the basic concept of sentence - Students are able to explain essential components of sentence	- Basic sentence structure - Four types of sentences: simple sentences, compound sentences, complex sentences,

b.	Translating simple, compound, complex, compound-complex sentences	• Students are able to identify and construct different types of sentences • Students are able to analyze sentence structure for clarity, coherence, and variety	• compound-complex sentences • Active-passive complex clauses • Sentence components • Punctuations • Conjunctions • Strategy in translating complex clauses
c.	Types of conjunctions	• Students are able to apply sentence structure knowledge in writing clear and effective sentences using conjunction	
d.	Dealing with Ambiguity in Complex Sentences		
e.	Sentence Flow and Naturalness in Translation	• Students are able to translate the variety of sentences	

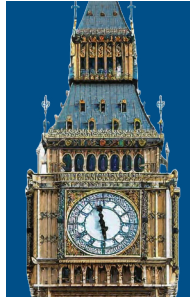


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UNIT 1

UNDERSTANDING MICROTRANSLATION

Kennia Wikanditha



Objectives

1. Students are able to understand the concept of translation.
2. Students are able to describe the concept of translation.

Materials

1. The concept of macro- and microtranslation.
2. Aspects of Translation Quality Assessment.
3. Equivalents at the Word Level.
4. Factors Causing Translation Issues with Culturally Specific Terms.
5. The Concept of Untranslatability.
6. Strategies for Translating Words without Direct Equivalents in Indonesian.

A. Definition and Scope of Microtranslation

In the rapidly advancing era of globalization, geographical and linguistic boundaries are becoming increasingly blurred. The exchange of information, ideas, and cultures occurs swiftly, connecting people from different parts of the world. In this context, the role of translators and translation becomes crucial. The translation is not merely about converting text from one language to another; it involves accurately conveying messages, nuances, and meanings to ensure understanding by audiences from diverse linguistic and cultural backgrounds.

Translators serve as a communication bridge between nations, facilitating international collaboration in various fields such as business, education, technology, and diplomacy. With effective translation, international cooperation would be allowed, and the dissemination of knowledge and innovation would be significantly increased. For instance, numerous scientific journals, academic books, and literary works have been translated to reach a broader audience, enriching global understanding of various topics.

The urgency of the translation field today is further heightened by the rapid development of technology and digital media. With the constant updating of digital content, translators face new challenges in maintaining the accuracy and relevance of their translations amidst the fast-paced flow of information. Furthermore, translation plays a vital role in promoting inclusivity, particularly in ensuring that information is accessible to speakers of minority languages.

Ultimately, the importance of translators lies not only in their ability to convert words but also in their capacity to maintain equality in global communication. This role is becoming critical in an ever more interconnected and dynamic world.

To understand the importance of translation, we can look at two main types of translation: macrotranslation and microtranslation. Macrotranslation deals with translating larger, more complex texts like books, legal documents, or scholarly articles. It requires the

translator to understand both the source and target text and maintain the flow, tone, and style of the original text. Microtranslation, on the other hand, focuses on smaller units of text like words, phrases, or short sentences. This type of translation is especially important when there aren't direct equivalents between languages, so the translator has to be creative and precise to ensure that the meaning and impact of the original text are preserved. This can be seen in the translation of idiomatic expressions, product names, or marketing slogans, where the message must be retained while also appealing to the cultural nuances of the target audience.

According to Nida and Taber, translation involves reproducing the closest natural equivalent of the source-language message, first in terms of meaning and secondly in terms of style (Nida & Taber, 1969). In microtranslation, this process is particularly challenging because the translator must make precise decisions about the meaning and function of individual lexical items. Moreover, Mona Baker (1992) emphasizes the complexity of finding equivalence at the word level due to different cultural, contextual, and syntactical structures in source and target languages. Larson (1984) also identifies that microtranslation requires special attention to semantic factors—translators must go beyond a literal word-for-word translation and consider factors like connotation, metaphor, and pragmatics.

However, even with these translation theories, many challenges arise in practice. One common problem is that some meaning or cultural things can be lost in translation. For example, certain words or phrases might have an approximate match in the target language, making it challenging to capture the original message fully. Structural differences between languages can complicate the process, especially with idiomatic expressions or complex sentences. Other issues include ambiguous wording in the original text, inconsistent terminology, and constantly changing language rules.

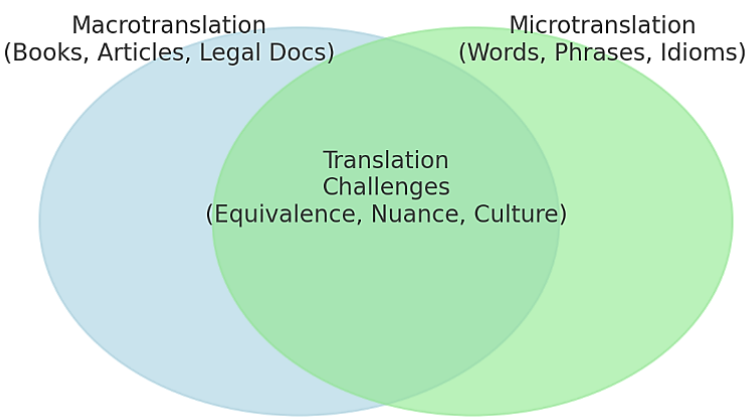
On top of these technical challenges, translators also have an ethical responsibility to stay faithful to the original text while ensuring

the translation makes sense to the target audience. Balancing these competing demands requires both linguistic skill and cultural knowledge. As the world becomes more connected, translators are needed to close language gaps, carefully addressing both the large-scale (macro) and small-scale (micro) aspects of translation.

The scope of microtranslation is wide and includes areas like subtitling, app localization, and instant messaging, where it's important to be both brief and clear. As digital media rapidly grows, translators are faced with new challenges, such as keeping up with changing language and cultural trends. This makes it essential for them to be accurate, creative, and deeply familiar with both the source and target cultures. In this sense, microtranslation is just as important as macrotranslation, requiring special skills to ensure smooth communication across different cultures.

Figure 1. Diagram illustrating the scope of macrotranslation and microtranslation

Scope of Macrotranslation and Microtranslation



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When it comes to the actual process of microtranslation, theoretical concepts that may be most helpful are provided by Nida and Taber (1969). In their dynamic equivalence theory, translation goes beyond merely providing a direct equivalent in the receptor language for a word in the source language; it is the accurate communication of the closest natural equivalent in the receptor language of the actual source message. In the case of microtranslation, this process becomes even more delicate since the text segments are not simply as long as a phrase but can be reduced down to a single word. For instance, translating the theme for an advertisement for an international marketing campaign means not just translating the words but also making them culturally appropriate. This can include modifying the pitch, altering the feeling, or even translating an idiom with another one that fits the target language better. In this case, practical aspects of translation as envisaged by Nida and Taber of meaning that is conveyed naturally and fluently are appropriate, as they make the translated message feel natural to the audience.

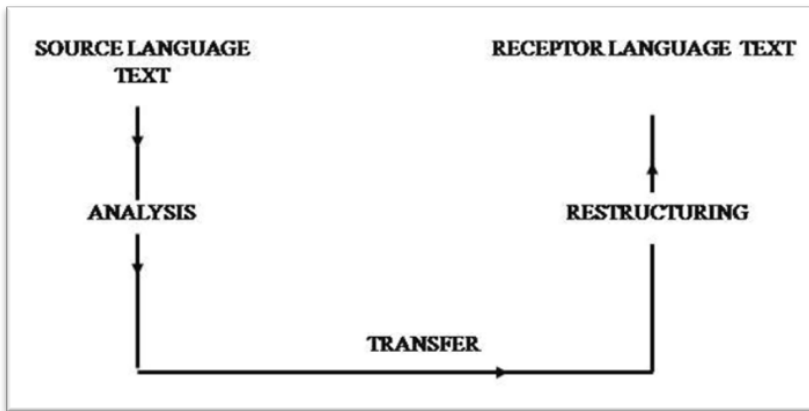
Nida and Taber also stress the fact of translating for equivalence on a level that is broader than the level of words. Translating from micro, this can be quite engaging when the translator stumbles upon what may be referred to as ‘untranslatable’ words or phrases. In such cases, translators have to be more general with the translations of the texts and pay more attention to the overall impact and meaning of the idea. They have to think about how to replicate the intended meaning, and sometimes they do it using creative approaches such as paraphrasing or coming up with the cultural translations of the terms in the original language. This is perhaps where the translator comes in handy, especially if he or she is culturally familiar with the source and target cultures: the translator ought to convey the message in a manner that can be culturally understood without significantly altering the message. The given theory of Nida and Taber provides relevance to this explanation by endorsing a type of translation that

tends towards function and dynamic equivalents as opposed to a form-focused approach.

The process of translating, particularly at the micro level, also requires sensitivity to context. As Nida and Taber suggest, understanding the context in which a word or phrase appears is vital to accurately translating its meaning. Depending on the situation, a single word in one language might have multiple meanings, so the translator must pay close attention to the surrounding text and the intended audience. For example, translating product descriptions for a global brand may require different approaches depending on whether the product is marketed to a younger or more professional audience. Here, the translator's ability to maintain dynamic equivalence across cultural and linguistic boundaries ensures that the translation is accurate and appropriately tailored to the target audience's expectations.

There are many processes that need to be done in translation because, as it has been mentioned above, translation is not only the change of the form of the word or the sentence, but translation is the transfer of the idea or information from the source language into the target language. First of all, before a translator can start translating the text, they must know about the process and the procedure of translation because translation is also a way to get the second language counterpart of one textual material.

Figure 2: Nida's model of translation (Bassnett, 2005:25)



From Figure 2, it can be said that a translator must at least do three things while translating a text. The processes are analyzing, transferring, and restructuring. Here are brief explanations of the process.

1. **Analysis:** In this stage, the translator breaks down the source text into smaller, meaningful units like words or phrases. They carefully examine the language and cultural context, identifying the surface meaning and the deeper message within the text. This analysis is essential in microtranslation because each word or phrase must be thoroughly understood to capture its true meaning.
2. **Transfer:** In this stage, the translator transfers the deeper meaning from the source to the target language. They decide how best to convey this meaning, considering that exact matches between languages are often unavailable. The translator must select the closest equivalent while considering cultural differences and language limitations.
3. **Restructuring:** The message is restructured into the target language's form in this final stage. The goal is to ensure the translation is grammatically correct and flows naturally while

keeping the original meaning intact. This is particularly important in microtranslation because even small word choices or order changes can alter the intended meaning.

When translating a text from Indonesian to English, the translator goes through several key stages: analysis, transfer, and restructuring. In the analysis stage, the translator carefully examines the source text, breaking it into smaller units such as words or phrases. For example, in the sentence *“Dia sedang makan di rumah,”* the translator must determine that *“dia”* could mean *“he”* or *“she”* based on context. At the same time, *“sedang”* indicates an ongoing action, and *“rumah”* refers to *“home”* or *“house.”* Once the text has been thoroughly analyzed, the translator moves to the transfer stage, where they work to convey the meaning from the source language to the target language. In this case, they must decide whether to use a gender-neutral pronoun like *“they”* or to choose between *“he”* and *“she”* depending on the context, and they translate *“sedang makan”* as *“is eating”* to preserve the sense of continuity. Finally, in the restructuring stage, the translator ensures the message is grammatically correct and flows naturally in English. The result might be *“He is eating at home,”* or if the gender is unknown, *“They are eating at home.”*

Similarly, when translating an expression like *“Hati-hati di jalan,”* the translator analyzes the idiomatic phrase *“hati-hati,”* which means *“be careful,”* and understands that it is culturally used to express concern for someone’s safety. After transferring the meaning into English, the translator restructures the sentence to flow naturally, producing a final translation like *“Take care on the road,”* or *“Be careful while traveling.”* In both cases, the translator’s careful work in analysis, transfer, and restructuring ensures that the translation not only preserves the original meaning but also reads smoothly in the target language.

In addition to understanding the stages of analysis, transfer, and restructuring, a translator must also be aware of translation quality

assessment (TQA). Translation quality assessment evaluates how well a translation adheres to specific criteria such as accuracy, fluency, and cultural appropriateness. For beginner translators, this involves ensuring that the translated text accurately conveys the original source's meaning while being grammatically correct and culturally sensitive to the target audience.

One common approach to TQA is to focus on three main aspects: **accuracy**, which measures how faithfully the translation reflects the original meaning; **fluency**, which evaluates the readability and natural flow of the translation in the target language; and **cultural appropriateness**, which ensures that the translation fits within the cultural context of the target audience. A high-quality translation strikes a balance between these factors, delivering a message that is both clear and effective in the new language.

By regularly analyzing their work using these criteria, translators can refine their skills and produce translations that convey the intended meaning and resonate with the target audience. This is crucial in microtranslation, where even small shifts in wording can impact the overall interpretation.

► Exercise 1

Individual Task

Answer the following questions by referring to the above text! (LOTS)

1. What is the definition of macrotranslation and microtranslation?
2. According to Nida and Taber, what are the two main focuses of translation?
3. As mentioned in the text, which fields can benefit from translation?
4. Why is microtranslation considered more challenging than macrotranslation?

► Exercise 2

Group Discussion

Identify the translation process of the example below, based on the theory from Nida and Taber!

No.	Source Text	Target Text
1	<i>"It was a bright, cold day in April, and the clocks were striking thirteen."</i>	"Hari itu adalah hari yang cerah dan dingin di bulan April, dan jam-jam menunjukkan pukul tiga belas."
2	<i>"The little girl whispered to her mother, 'I'm scared of the dark.'"</i>	"Gadis kecil itu berbisik kepada ibunya, 'Aku takut pada kegelapan.'"
3	<i>"She took a deep breath and decided to face her fears."</i>	"Dia menarik napas panjang dan memutuskan untuk menghadapi rasa takutnya."

► Exercise 3

Debate Time–Case Study

Procedure for the Macro vs. Micro Translation Debate

Preparation (before the debate)

1. Explain the debate topic:
 - Introduce the debate topic to the students: "Which is more challenging or important—macrotranslation or microtranslation?"
 - Briefly explain the main concepts of macrotranslation and microtranslation based on the text they've read.
2. Divide the class:
 - Split the class into two teams. One team will represent macrotranslation and the other microtranslation.
 - Each team is responsible for defending their type of translation, highlighting why it is more challenging and/or important.

3. Assign research time:
 - Give each team time (e.g., 20-15 minutes) to discuss and prepare their arguments. They should use the information from the text as well as their own ideas to support their case.
 - Encourage students to divide roles (e.g., one person for opening arguments, another for rebuttal, etc.).
 - Guide students to consider various factors, such as the types of texts involved, cultural implications, challenges with meaning and equivalence, impact on communication, etc.
4. Set debate rules:

Explain the rules of the debate:

 - Each team gets a set amount of time for their opening arguments (e.g., 5-3 minutes).
 - After both teams have presented their opening arguments, they will have time for rebuttals (e.g., 3-2 minutes each).
 - After rebuttals, both teams will present their closing statements (e.g., 2 minutes each).
5. Assign Judges (Optional):
 - You may assign a small group of students or even yourself as the debate judge(s), assessing which team presents stronger arguments based on clarity, evidence, and critical thinking.

During the Debate

1. Opening Arguments:
 - Team Macrotranslation presents first, laying out arguments as to why macrotranslation is more challenging and/or important. They may highlight the complexity of longer texts, the need for consistency, tone, flow, and the impact of translating scholarly works or legal documents.
 - Team Microtranslation follows, presenting arguments about why microtranslation is more delicate and/or important, emphasizing precision in shorter texts, cultural adaptation in idioms, and the challenges with no direct word equivalency.

2. Rebuttal Round:

- Each team gets an opportunity to respond to the other team's points. They should aim to challenge the opposition's arguments, presenting counterexamples or addressing weak points.
- Team Macrotranslation will first respond to the arguments made by Team Microtranslation, and vice versa.

3. Closing Statements:

- Each team provides a brief summary of their main points and reinforces why their form of translation is more challenging or important.
- This is an opportunity for the teams to present any final thoughts or examples that haven't been covered yet.

4. Class Discussion:

- a. After the debate, open the floor to a class-wide discussion. Ask students to reflect on the points made by both teams.
- b. Possible prompts:
 - "Which type of translation do you think is more important and why?"
 - "Do you think the challenges faced in macrotranslation or microtranslation are easier to overcome?"
 - "How do the roles of culture and context influence each type of translation?"

5. Debrief and Reflection:

- Have students reflect on what they learned from the debate. What surprised them? Did their perspective on macro and microtranslation change after hearing the arguments?

Assessment and Feedback

1. Judge's Decision (Optional):

If you have assigned judges, they will decide which team presented stronger arguments based on their reasoning, evidence, clarity, and critical analysis.

2. Provide Feedback:

Offer constructive feedback to each team. Highlight strong points in their arguments and areas where they could improve.

3. Self-Assessment or Peer Assessment:

You can have students complete a self-assessment or peer assessment after the debate, reflecting on their participation, collaboration, and understanding of the topic.

Materials Needed

- Debate guidelines and rules handout
- Paper and pens for students to take notes
- (Optional) Rubric for assessing the debate

Time Allocation

- Preparation Time: 15-20 minutes
- Debate: 15-20 minutes (3-5 minutes for opening arguments, 2-3 minutes for rebuttals, 2 minutes for closing statements)
- Class Discussion: 10-15 minute

B. Common Challenges in Microtranslation

Based on the explanation on point 1.1, it can be pointed out that translating is not easy. Microtranslation, a specialized area focusing on short text segments or words, presents unique challenges that often stem from the subtle differences between languages, cultures, and contexts. Below are some of the common issues faced in microtranslation:

1. Different Language System of Source Text and Target Text

The most fundamental challenge in microtranslation is the inherent difference between the source and target language systems. Each language has its grammatical rules, syntactic structures, and semantic systems. For instance, English uses a Subject-Verb-Object (SVO) word order, while Japanese language uses a Subject-Object-Verb (SOV) order. These structural differences can make the transfer of meaning challenging, especially in microtranslation where short phrases or individual words may not carry over smoothly. Nida (1964) emphasizes the importance of “structural compatibility” in translation, noting that discrepancies in grammar and syntax often lead to significant shifts in meaning during the translation process. This becomes more important in microtranslation, where little to no context supports the meaning.

2. Cultural Differences

Cultural differences between the source and target languages can make microtranslation particularly challenging. Words or phrases often carry cultural connotations that are deeply embedded within their linguistic contexts. For example, certain idiomatic expressions, proverbs, or even single words like “serendipity” in English have no direct equivalent in Indonesian. Other examples are terms in Javanese such as *mitoni*, *kejawen*, *susuk*, *njungkel*, etc. has no direct equivalent in English. According to Baker (1992), cultural concepts can be “non-transferable” due to differences in worldview, history, and social norms. Microtranslators must be adept at finding culturally appropriate solutions, often resorting to explanatory translations or borrowing foreign terms to convey the message without losing meaning.

3. Untranslatability

Untranslatability arises when a word or phrase in the source language has no direct equivalent in the target language. This is

a common issue in microtranslation due to the limited context available to explain the meaning. Nida and Taber (1982) highlight the importance of “dynamic equivalence,” where translators focus on the meaning rather than the form to overcome untranslatability. For instance, words like “hygge” (Danish) or “gezellig” (Dutch) refer to concepts that do not have direct equivalents in English or Indonesian. In these cases, microtranslators must paraphrase or use culturally adapted terms to convey the intended message.

4. Equivalence Words

Finding word equivalents between languages can be difficult in microtranslation, particularly when dealing with technical terms, colloquial expressions, or nuanced language. Not every word has a precise match in the target language. For example, the English word “privacy” does not have a direct equivalent in many Asian languages. According to Larson (1998), the lack of one-to-one word correspondence often necessitates the use of compensation strategies, such as descriptive translation or using more general terms to approximate meaning. This becomes particularly challenging when translating highly specific or context-dependent terms, where the goal is to retain the original meaning without distorting the target text.

Moreover, the explanation above aligns with the concept of meaning equivalence in translation, emphasizing that it is a result-oriented process that reflects equal communicative value between texts across different languages. According to Bell's theory (1991) (in Pitaloka, 2018) the extent of equivalence can vary between words, phrases, sentences, and syntactic structures. There are four degrees of meaning equivalence:

- a. **Full Equivalence:** This occurs when the meaning from the source text is entirely conveyed in the target text without any loss.
- b. **Partial Equivalence:** Although culturally specific expressions may be accurately translated, there may still be a slight

deviation in meaning, either through a decrease or increase in the conveyed meaning.

- c. **Different Meaning:** This happens when the translation changes the original meaning by using words in the target language that refer to something entirely different from the source.
- d. **No Meaning:** This occurs when a source language expression is not translated at all into the target language.

According to Molina & Albir (2002, p. 506-511) to effectively tackle the challenges posed by microtranslation, a translator must make informed decisions on both a macro and micro level. On a broader scale, translation methods provide the overall framework or guiding principle for the entire text's approach. These methods—whether interpretative-communicative, literal, free, or philological—dictate the overarching translation philosophy and influence how every micro-unit (such as words or short phrases) is treated.

However, when it comes to specific sections of the text, the focus shifts to the use of translation techniques, which are determined by the chosen method. Techniques such as borrowing, paraphrasing, or adaptation are applied to handle smaller translation units. In microtranslation, where context is limited and the challenges mentioned above—like untranslatability, cultural differences, and the need for equivalence—are more pronounced, careful consideration of both methods and techniques becomes even more critical.

For instance, if a free translation method is used, techniques such as adaptation or cultural substitution may be more suitable when dealing with untranslatable terms or culturally-specific concepts. Similarly, a literal method might require techniques like transposition or borrowing to ensure that the structural integrity of the text is maintained without losing meaning.

In addition to methods and techniques, translators must rely on strategies when encountering specific problems during

translation. These strategies act as problem-solving tools, guiding the translator through difficult or ambiguous translation units. For example, paraphrasing might be used both as a strategy to overcome a challenging passage and as a technique to expand or clarify the meaning of a term for the target audience. Thus, while methods govern the overall approach, techniques and strategies work in tandem to ensure that meaning is effectively conveyed, despite the challenges inherent in microtranslation.

Ultimately, mastering the art of microtranslation involves an intricate balance of applying appropriate methods, techniques, and strategies to ensure that meaning equivalence is achieved, whether fully or partially, while minimizing instances of different or no meaning. These skills are critical for maintaining the integrity of both the source and target texts across various translation contexts.

► **Exercise 4**

Individual Task

Read carefully some sentences below:

No	Source Text	Target Text
1	You lied to me, and I thought you were my friend.	Kamu bohong kepadaku, dan kukira kamu temanku.
2	I really don't understand.	Aku tidak paham.
3	Why didn't you come to the meeting yesterday?	Kenapa kamu tidak datang rapat kemarin?
4	That dress is pretty.	Gaun itu cantik.
5	He is my brother.	Dia kakakku.
6	Will you marry me?	Maukah kau menikahiku?

Instructions:

- Find errors in translation in the Target Text.
- Explain the mistakes the translator made in translating the sentence above.
- Write a brief reflection on how these structural differences impacted your translation choices and whether any meaning was lost during the translation.

► Exercise 5

Team-Based Project #1

Study these pictures and the explanations below:



Picture taken from:

<https://images.app.goo.gl/crEsTq5mbV9BjEzU7>

Thanksgiving is celebrated in the United States, traditionally centered on family gatherings and meals.



Picture taken from:

<https://images.app.goo.gl/4fD27ceLDeBUy1hH9>

Black Friday is the day after Thanksgiving, known for retail sales and discounts.



Picture taken from:

<https://www.popbela.com/relationship/married/bernadette-celine/arti-serta-tugas-bridesmaid-dan-groomsman>

A bridesmaid is a girl or woman who accompanies a bride on her wedding day. Not only that, she also has to help the bride prepare everything for the wedding day.



Picture taken from:

<https://images.app.goo.gl/Jc3PR3PctL3e88aW9>

Dia de los Muertos is a Mexican holiday that celebrates and honors deceased loved ones (as seen in the film Coco).



Picture taken from:

<https://images.app.goo.gl/zQ7vGmPCfcNTrXvC9>

Mitoni comes from the word "seven." This traditional ceremony is held when an expectant mother reaches seven months of pregnancy. Its purpose is to ensure the safety of the unborn baby and the mother or to ward off misfortune. In certain regions, this ceremony is also called tingkeban.



Picture taken from:

<https://images.app.goo.gl/AZjN8B6NenBLcqqa>

Midodareni is a series of traditional ceremonies performed before a wedding, especially in Java. This includes the village of Dero, Bringin District, Ngawi Regency, East Java. Midodareni is also referred to as the pengarip-arip night or the final night for both the bride and groom to spend as single individuals.



Picture taken from:

<https://images.app.goo.gl/TSh22FJKD8Rs1mZs6>

In Javanese belief, *susuk* refers to a mystical practice where small objects, often in the form of gold, silver, or other materials, are inserted into a person's body, typically under the skin, by a spiritual practitioner. The purpose of this practice is believed to enhance physical attractiveness, charm, or charisma, often to attract love, improve confidence, or gain favor in social or professional settings. *Susuk* is also thought to provide protection or magical power.

Instructions:

1. In teams, select some culturally specific terms or phrases in English that are deeply tied to cultural contexts. Examples: *Thanksgiving, Black Friday, and Dia De Los Muertos, Mitoni, Etc*
2. Research the background and cultural significance of each term.
3. Discuss some challenges that may arise when translating these kinds of words.
4. Present your findings to the class, justifying your reasons and explaining how you managed the cultural differences.



UNIT 2

TRANSLATING WORDS AND PHRASES

Paramita Widya Hapsari



Objectives:

1. Students are able to differentiate between words and phrases
2. Students are able to identify and know the functions of Nouns, Verbs, and Adjectives
3. Students are able to identify Nominal group, verbal group, and adverbial group
4. Students are able to translate words and phrases

Materials:

1. Words vs. Phrases: Understanding the Difference
2. Translating Parts of Speech: Nouns, Verbs, and Adjectives
3. Translating Phrases: Nominal groups, verbal groups, and adverbial groups

A. Words vs. Phrases: Understanding the Difference

Words

A word is a single letter or group of letters used to represent a significant speech unit. It is forming a meaningful element of speech. Words are regarded as the fundamental components of language that we utilize on a daily basis. The fact that words and phrases frequently have multiple meanings is crucial to grasp when studying English. They carry the essential components of meaning and are categorized based on their function (nouns, verbs, adjectives, etc.). Words make up a significant portion of our mental grammars and are essential to language expertise. Since each word is a sound-meaning unit, knowing a word also means knowing its pronunciation and meaning. Consider the term “open” as an illustration. “Open” means “move or adjust (a door or window) so as to leave a space allowing access and view.” The word stands alone, but even without context, we can understand it. The brain interprets words as discrete meaning units during language processing, and it can frequently retrieve words from memory with ease.

Are you a student? Yes, I am.

Are	: word	Yes	: word
You	: word	I	: one letter word
A	: one letter word	am	: word
Student:	word		

As seen by the example above, an English word can have more than one meaning. The letters “a” and “I” are the only ones in the words.

Figure 1. Examples of words

(Taken from: <https://www.wordexample.com/list/most-common-nouns-english>)

year	world	work
way	time	man
life	government	day

If we added those words (see Figure 1) with prefixes or suffixes, it would change. For instance, the word “time” is a word in and of itself, but it also serves as the root for other words like “lifetime” and “timeless” when a suffix or prefix is added. Basic words, such as “time,” do not come from other words or combine words. In this case, a basic word’s meaning can be altered by appending letters at the start (prefix) or finish (suffix). More complicated words are frequently formed from base words. Here are the examples:

Figure 2. List of base words and derived words
 (Taken from: <https://www.scribbr.com/language-rules/base-word/>)

Base word	Derived word
accept	acceptable
act	inaction
color	colorful
do	outdo
fill	refill
friend	befriend
harm	harmless
heat	heating
help	helper
match	mismatch
mix	mixture
place	displace

► Exercise 1:

Try to determine the base of the highlighted word in each sentence.

1. I don't like staying in hotels when I'm on a holiday. I find them so **impersonal**.
2. Her book has already been translated into 15 languages, which is quite **remarkable** for a first novel.
3. His efforts have not gone **unnoticed** by his coworkers and managers.
4. The restaurant has a **friendly** atmosphere.

Taken from: <https://www.scribbr.com/language-rules/base-word/>

► Exercise 2:

Have a look at these words and find the context of each word!

For example:

Miss

1. overlook something,
2. long for something

- Book : _____
- Can : _____
- Well : _____
- May : _____
- Attribute : _____
- Close : _____
- Object : _____
- Present : _____
- Tear : _____
- Minute : _____

Phrases

Phrases are collections of words that function as a whole to convey a full notion, whereas words are discrete linguistic entities with defined meanings. Sometimes, especially when dealing with sentences that have a specific meaning in English, a direct translation from one language to another doesn't convey the entire meaning. It also does

not contain a subject and a verb. In other words, a phrase is a group of two or more words that serve as a cohesive unit inside a sentence or clause in English grammar. Typically, a phrase is defined as a grammatical unit situated between a word and a clause. A head, or headword, establishes the grammatical structure of the phrase, and one or more optional modifiers make up a phrase. Some phrases have other phrases inside of them. Adjective phrases (*very cold and dark*), verb phrases (*drives carefully*), noun phrases (*like a good friend*), adverbial phrases (*rather slowly*), and prepositional phrases (*in the first place*) are examples of common phrase types.

1. Adjective phrase

An adjective phrase is a group of words without the subject-verb combination, that modifies a noun or a pronoun.

Examples:

- The story was *surprisingly good*.
- A trip *with my friends* is my future plan.

“surprisingly good” and “with my friends” are adjective phrases that giving information about the Noun (movie and trip).

2. Verb phrase

A verbal phrase is a combination of an action verb and a helping verb, which is also known as an auxiliary verb.

Examples:

- Her sister *has baked* the cookie.
- The students *should bring* the latest assignment tomorrow.

As we can see in the examples, we need at least two verbs -a helping verb (has, should) and an action verb (baked, bring)- in order to form a verbal phrase.

3. Noun phrase

A noun phrase is a phrase that acts or works as a noun in a sentence. It is formed using a noun and a word or words that modify it. There are three ways to form a noun phrase; pre-modifiers, post-modifiers, and both pre and post modifiers.

Examples:

- *These two good-looking boys* are my cousins. (with pre-modifiers)
- A girl *with no expressions*. (with post-modifiers)
- A *strong* man *who lives here*. (with pre and post modifiers)

4. Adverbial phrase

An adverbial phrase is a phrase that works as an adverb in a sentence – a group of words without having the subject-verb combination. It shows how, when, and why an action takes place.

Examples:

- Audrey explains the materials *amazingly well*. (modifying the verb ‘explains’ and telling us HOW she explains).
- Audrey explains the materials *in the afternoon*. (modifying the verb ‘explains’ and telling us WHEN she explains)

5. Prepositional phrase

Prepositional phrase starts with a preposition and is followed by an object of the preposition. They function either as an adjective or an adverb.

Examples:

- The cat is hiding *under the chair*. (modifying the verb ‘hiding’)
- The house *across the street* is believed to be haunted.

Summary:

Having a thorough understanding of phrases and their roles in sentences will enable you to carefully craft sentences with precise and understandable meanings. To make your writing more interesting, try varying the phrases that you use within your sentences.

► Exercise 3:

Identify the following phrases as adjective phrases, adverb phrases, prepositional phrases or noun phrases.

1. Audrey and Amber
2. have been searching
3. beside the trees
4. extremely well
5. the house on 6th street
6. slamming into a wall
7. before the initial exam
8. the little kid
9. throwing sheets on roads
10. Destroyed by fire

► Exercise 4:

Try to find a text then identify and classify the phrases (noun phrase, verb phrase, adjective phrase, adverbial phrase, and prepositional phrase)!

B. Translating Parts of Speech: Nouns, Verbs, and Adjectives

Parts of speech represent the categories in which each word is defined according to its grammatical or lexical function, according to the British Council (2022). There are eight parts of speech in the English grammar: verb, noun, adjective, adverbs, pronoun, preposition, conjunction, and interjection. It is crucial to understand those words. To be able to construct and comprehend a well-constructed English sentence, we need to be aware of it. “A part of class shift that we have to learn in order to get the deepest understanding” is what parts of speech are. Each word parts of speech have different job in a sentence. The words in parts of speech can be described as a part of the house.

Think that we want to build a house. We need some materials to be a foundation, wall, window, wood, roof and etc. Then there will be material with the function of joining them all together. Each part of the house has its own job. Similarly, in arranging the sentence, we need parts of speech to make the sentence in perfect meaning and the words in a sentence have its own job also.

Verb

Words like “eat,” “singing,” and “listened” are verbs. Form and place or purpose both play a role in defining them. It is common for verbs to *inflect*, or alter form. There are five primary forms for a verb like “eat,” including “eats,” “eating,” “ate,” and “eaten.” Base, -s, -ing, -ed, and -en are among common names for these forms. Less forms may be available for irregular verbs. Just four variations exist for the word “walk,” for instance: “walk,” “walks,” “walked,” and “walking.” These phrases frequently describe them according to their position: “The boy... the fish,” “He... carefully,” and “She... intelligent.” Leading a speaking group is their primary role. Auxiliary verbs and lexical verbs are the two primary kinds of verbs.

Example:

During the past quarter-century this power **has** not only increased to one of disturbing magnitude but it **has** changed in character. The most alarming of all man’s assaults upon the environment is the contamination of air, earth, rivers, and sea with dangerous and even lethal materials. This pollution **is** for the most part irrecoverable; the chain of evil it **initiates** not only in the world that must support life but in living tissues **is** for the most part irreversible. In this now universal contamination of the environment, chemicals **are** the sinister and little-recognized partners of radiation in changing the very nature of the world – the very nature of its life. Strontium 90, released through nuclear explosions into the air, **comes** to earth in rain or **drifts** down as fallout, **lodges** in soil, **enters** into the grass or corn or wheat grown there, and in time **takes** up its abode in the bones of a human being,

there to remain until his death. Similarly, chemicals sprayed on croplands or forests or gardens **lie** long in soil, entering into living organisms, passing from one to another in a chain of poisoning and death. Or they **pass** mysteriously by underground streams until they **emerge** and, through the alchemy of air and sunlight, **combine** into new forms that **kill** vegetation, **sicken** cattle, and **work** unknown harm on those who **drink** from once-pure wells. As Albert Schweitzer **has** said, 'Man **can** hardly even recognize the devils of his own creation.'

(Rachel Carson, *Silent Spring*)

Noun

Nouns include words like “beauty”, “Smith”, “Oxford”, “letter”, and “laughter”. They are defined in part by their position or purpose, and in part by their form. Numerous word ends serve as indicators that a word is a noun. “-ity,” “-ment,” “-ness,” “-tion,” and “-hood” are typical examples. Usually, they inflect (change form) to “-s” or “-es” for plural. Nouns mostly serve as the head of a nominal group and are positioned to follow the determiners “a,” “the,” “this,” and “that.” frequent, proper, and pronoun nouns are frequent classifications for nouns.

Example:

The **resources** of **society** consist not only of the free **gifts** of **nature**, such as **land**, **forests**, and **minerals**, but also of human **capacity**, both mental and physical, and all sorts of man-made **aids** to further **production** such as **tools**, **machinery** and **buildings**.

Adjective

Words like “beautiful,” “ugly,” “new,” or “old” are examples of adjectives. Usually, they have a descriptive meaning or signify certain attributes. An adjective is usually placed between a determiner and a noun. The following are examples of common adjective endings: “-able/-ible,” “-ish/-like,” “-ful/-less,” “-ous,” or “-y.” The degree inflections “-er” and “-est” can be seen in adjectives. They serve as the leader

of an adjectival group in addition to their two primary roles as noun modifiers in nominal groups.

Example:

Peasant populations are often highly conservative and are suspicious of those outside their small circle of neighbours and kinfolk. Well-intentioned government health officers, peace corps volunteers, and development technicians are frequently unable to secure the confidence of the peasant communities that they wish to help. Technical assistance specialists conclude, therefore, that the prime obstacle to development is the peasants' irrational aversion to novelty. In most cases, however, this conclusion depends upon wrenching the peasants' conservative values and attitudes out of the colonial and postcolonial context in which such attitudes and values are realistic and perfectly rational.

Adverbs

Adverbs like “recently” and “hopefully” are examples of common ones. Still, other terms like “then,” “now,” “always,” and “often” are also included in the list of adverbs. A lot of adverbs finish in “-ly”. Adverbs can be placed in three primary places:

- before the sentence's subject,
- in the space between the subject and the predicator,
- at the end of the clause.

Example:

Peasant populations are often highly conservative and are suspicious of those outside their small circle of neighbours and kinfolk. Well-intentioned government health officers, peace corps volunteers, and development technicians are frequently unable to secure the confidence of the peasant communities that they wish to help. Technical assistance specialists conclude, therefore, that the prime obstacle to development is the peasants' irrational aversion to novelty. In most cases, however, this conclusion depends upon wrenching the peasants' conservative values and attitudes out of the colonial and

postcolonial context in which such attitudes and values are realistic and **perfectly** rational.

(Marvin Harris, *Culture, people, nature*)

► Exercise 5

Identify the verbs in the following text:

Problems can be divided into those requiring a choice between alternatives (e.g. shall I take this job; shall I leave my spouse?) and those requiring the attainment of specific goals (e.g. how can I do my job better; how can I improve the relationship with my spouse?). Sometimes this stage is straightforward because the problems are obvious (e.g. inability to pay a debt; a specific sexual dysfunction). Very often it demands considerable time and careful exploration to help the patient decide precisely what his problems are. This is more likely when, for example, the difficulties concern the general aspects of a relationship, or non-specific dissatisfaction a person may experience with his current lifestyle.

(Taken from: <https://www.uefap.org/grammar-verbs-exercise/>)

► Exercise 6

Quiz Yourself: Plural Noun

Identify whether each sentence contains a correct or an incorrect noun plural by circling on the correct response.

1. How many person are in your class?
 - a. This sentence is correct.
 - b. This sentence contains an incorrect noun plural.
2. We have a lot of fish in the freezer.
 - a. This sentence is correct.
 - b. This sentence contains an incorrect noun plural.
3. Baby like to be rocked, sung to, and cuddled.
 - a. This sentence is correct.
 - b. This sentence contains an incorrect noun plural.
4. How many cups of tea do we need for Table Six?
 - a. This sentence is correct.
 - b. This sentence contains an incorrect noun plural.
5. How much garbages do we have for Friday's pick up?
 - a. This sentence is correct.
 - b. This sentence contains an incorrect noun plural.

Correct the incorrect noun plurals in the following sentences. Watch, there may be more than one error per sentence.

1. The McKechney sisters get together every Tuesday to watch their childs practise gymnastics.
2. The two womans lean against the wall wrapping their hands around their coffee during the lesson.
3. Susie McKechney would rather play baseballs, but gymnastics is Ava McKechney's favourite sport.

4. Ava dreams of doing back flips from rooftop to rooftop, along all the rooves on her street.
5. Susie's mom complains that the lessons are a lot of monies given there isn't much 1:1 instruction.
6. Ava's mom shrugs it off, saying the chance for their daughter's friendship to blossom is worth it.
7. She wants another generation of McKechnies to have the same bond she has with her sister.

► Exercise 7

As explained in Unit 1, texts written in many languages may be comparable to varying degrees. Translators should translate properly and completely into the target language text. Now, it is your turn to translate the sentences and find the closest equivalent words below into Indonesian:

1. I need to **book** a table for dinner tonight.
Notice the word "book"
2. Please hand me the **can** of soda.
Notice the word "can"
3. They drew water from the **well**.
Notice the word "well"
4. You **may** leave when the bell rings.
Notice the word "may"
5. Patience is a key **attribute** of a good leader.
Notice the word "attribute"
6. The restaurant is very **close** to my house.
Notice the word "close"

7. He found a shiny **object** in the garden.
Notice the word “object”
8. She gave me a beautiful **present** for my birthday.
Notice the word “present”
9. Be careful not to **tear** the paper.
Notice the word “tear”
10. There was only a **minute** amount of sugar left.
Notice the word “minute”

C. Translating Phrases: Nominal Groups, Verbal Groups, and Adverbial Groups

Nominal Groups

A nominal group is a collection of nominal words that function as the complement or subject of an interpersonal structure. The classifier, deictic, numerative, and epithet functional elements are commonly used to express categorization within the class. In the system network of the nominal group, they are used to materialize terms in various systems. A phrase or a sentence makes up the qualifier, in contrast to the functional parts that come before the object, which are either words or word complexes. According to Matthiessen (2010), discourse referents are presented and contextualized textually (p. 149).



Experiential Structure of the Nominal Group

According to Halliday and Matthiessen (2014: 364), one or more of the functional elements—Deictic, Numerative, Epithet, Classifier, Thing, and Qualifier—usually express the classification within the class. They are used to materialize terms in various systems of the nominal group’s system network.

- **Deictic:** If a particular subset of the Thing is intended, it is indicated by the Deictic element, along with which one. The purpose of each of these deictics is to designate a specific subset of the thing under discussion. According to Halliday and Matthiessen (2014), deictic covers demonstrative and determiner words like this, that, these, those, whatever, and whatever. A possessive adjective is also included (pp. 365–366).
- **Ephitet:** An ephitet can be short, red, fast, smart, or any other trait that characterizes a subset. In conventional grammar, ephitet is frequently used as an adjective. Phitet can be used as an adjective in Indonesian since its meaning is to enlarge something's form (Wiratno, 2009). A deictic item called sebuah topi is an example of an ephitet, as is the classifier merah besar.
- **Classifier:** As per Halliday and Matthiessen (2014), the classifier designates a specific subclass of the object under consideration, such as electric trains, passenger trains, or toy trains. A word may occasionally serve as both a classifier and an epithet, with a corresponding difference in meaning. For example, the term “fast trains” can refer to both “trains that go fast” (fast = epithet) and “trains classified as expresses” (fast = classifier). A classifier is derived from an adjective, noun, or verb; it is the one that comes after the entity. There are notable distinctions between Epithet and Classifier, despite the fact that their boundary is not particularly precise. Trains can only be classified as electric, steam, or diesel. Classifiers do not allow for variations in comparison or intensity, therefore there can never be a train that is more or less electric. They also frequently form exhaustive sets that are mutually exclusive.
- **Qualifier:** The qualifier is the component that comes after the thing. A phrase or a clause comes after the thing, in contrast to the elements that come before it. Almost invariably, a qualifier is an embedded relative clause or prepositional word. There are elements that come after the Head and are referred to as the

Qualifier inside the nominal group. The elements differ in that the Qualifier function can alternatively be referred to as embedded postmodifier (prepositional phrase & relative clause), in contrast to other elements that come before the Head and are created from words or complicated words. The prepositional phrase is an example of an embedding within the nominal group where one array is put against another element. Qualifier serves as the item's character in the same way as other aspects, but in this case, the character is the result of a process within the thing.

- **Thing:** The nominal group's semantic core is the element we are referring to as "Thing." It can be expressed by a proper noun, common noun, or (personal) pronoun. In a verbal exchange, the personal pronoun is the speaker's representation of the outside world.

the	woman	[who teaches English]
Deictic	Thing	Qualifier
Determiner	Noun	Clause

Seorang	wanita	[yang mengajar bahasa Inggris]
Deictic	Thing	Qualifier
Determiner	Noun	Clause

[who teaches English] and *[yang mengajar bahasa Inggris]* serves as a qualifier because it comes after the thing and highlights its qualities.

► Exercise 8

1. In pairs, read the following text. Notice how the word "need" is used. Notice how it is modified (premodified and postmodified) and how the nominal group it is the head of functions in the clause.
2. Then, work with your partner to translate the nominal group you found.

The fundamental human need to belong comes from the desire to associate with others, to cooperate, to accept group norms. However, the Stanford Prison Experiment (SPE) shows that the need to belong can also be perverted into excessive conformity, compliance, and in-group versus out-group hostility. The need for autonomy and control, the central forces toward self-direction and planning, can be perverted into an excessive exercise of power to dominate others or into learned helplessness.

Consider three more such needs that can cut both ways. First, needs for consistency and rationality give meaningful and wise direction to our lives. Yet dissonant commitments force us to honor and rationalize wrong-headed decisions, such as prisoners remaining when they should have quit and guards justifying their abuse. Second, needs to know and to understand our environment and our relationship to it lead to curiosity, scientific discovery, philosophy, the humanities, and art. But a capricious, arbitrary environment that does not make sense can pervert those basic needs and lead to frustration and self-isolation (as it did in our prisoners). And finally, our need for stimulation triggers explorations and adventurous risk taking, but it can also make us vulnerable to boredom when we are placed in a static setting. Boredom, in turn, can become a powerful motivator of actions as we saw with the SPE night shift guards to have fun with their “playthings.”

(Taken from: *The Lucifer Effect*, by Philip Zimbardo, 2007, Rider Books) <https://www.uefap.org/grammar-noun-based-exercise-2/>

Verbal Groups

The verbal group is made up of a main verb and the words that relate to the verb in the group. It has a main group and one or more auxiliary verbs.

The science of classification is called taxonomy.// Classification systems are made up by biologists.// This leads to the arbitrary nature of classification systems.// Taxonomies reflect our current knowledge of the world of living things.// Because our knowledge is always increasing// as new organisms are discovered// classification schemes are always changing.// Information and ideas may be interpreted in different ways.// Consequently no single classification scheme is accepted by all biologists.//

It is important to note that every clause includes a verbal group, some of which are made up of just one word, while others are made up of many words.

Table 1. Verbal group structure

Verbal Group	Finite Verb	Auxiliary Verb	Main Verb
1. is called	is		call(ed)
2. are made up of	are		ma(d)e up of
3. leads to	leads		lead(s) to
4. reflect	reflect		reflect
5. is increasing	is		increase(e)(ing)
6. are discovered	are		Discover(ed)
7. are changing	are		Chang (e) ing
8. a. may be interpreted b. is accepted	may is	be	interpret(ed) accept(ed)

Adverbial Groups

Adverbial groups are groups that are headed by adverbs. That is, groups that are made up of at least an adverb, which forms the most crucial element of the group, and one or more other supporting elements. Typically, adverbial groups function as constituents of the adjunct element of a clause. For example, in the *adverbial* group “more fluently than before”, “fluently” is an *adverb* in the *head* position. It is *pre-modified* by “more” and *post-modified* or *qualified* by “than before”.

Examples:

- 1. In some people cure will be achieved **more easily than in others**.
- 2. The ovum finds it difficult to make its way to the uterus and may arrive **too late for successful implantation**.

Buku ini tidak diperjualbelikan

3. Weismann pointed out that in most animals the cells which are going to give rise to germ cells are set aside ***very early in development***.
4. We can see ***easily enough*** that in a competitive world social selection for a selfish maximization of an individual's capacity to reproduce will result in the predominance of certain traits in a population.
5. This treatment ***very quickly*** caught on.

Table 2. Adverbial group structure

Pre-modifier	Adverb	Post-modifier
more	easily	than in others
too	late	for successful implantation
very	early	in development
	easily	enough
very	quickly	

► Exercise 9

Identify the *adverbial groups* in the following sentences, distinguishing the pre- and post-modifiers.

Words such as *peto contentus sis* seem to have been used so widely that they soon raised no doubts or difficulties of interpretation.
 It is also clear from the notebooks that Marx had read much more widely than that.
 However, the research progressed too slowly for it to be useful.
 It was rated very highly as a causal prophylactic.
 Once you have obtained some professional advice on weight training, you can obtain small weights quite cheaply for use at home.

(Taken from: <https://www.uefap.com/grammar/exercise/adjadv/adjadvex3.htm>)

► Exercise 10

Unveiling the Impact of Climate Change on Marine Life

The dedicated team of scientists conducted extensive research over several months. Their primary objective was to understand the impact of climate change on marine life. With each passing day, they discovered new patterns that deepened their understanding.

In a remote laboratory, the researchers used advanced technology to analyze water samples. The high-tech equipment allowed them to

detect minute changes in the ocean's chemistry. By comparing the data, they could make accurate predictions about future environmental trends.

After months of tireless effort, the team finally published their groundbreaking findings. The comprehensive report provided valuable insights for policymakers around the world. With their research now available to the public, the scientists hoped to inspire further action toward environmental conservation.

1. Read the following text and classify the **Nominal Groups**, **Verbal Groups**, and **Adverbial Groups**!
2. Work in pairs to translate the text's **Nominal Groups**, **Verbal Groups**, and **Adverbial Groups**!



UNIT 3

COLLOCATIONS AND IDIOMS

Anita Rusjayanti



Objectives:

1. Students are able to understand the concept and importance of collocations and idioms.
2. Students are able to identify common collocations and idioms in English and Indonesian language
3. Students are able to apply strategies to translate collocations and idioms while maintaining meaning and cultural relevance.
4. Students are able to practice translating collocations and idioms with real-world examples.
5. Students are able to explore tools and resources to assist in translating collocations and idioms.

Materials:

1. Collocations
2. Idioms
3. Literal vs. Figurative Meaning
4. Strategy in translating idiom and collocations

A. Understanding Collocations and Idioms

A thorough understanding of collocations and idioms is crucial for effective language use. These elements are key to achieving fluency and sounding natural in communication. Idioms bring color and depth to language with their metaphorical meanings and cultural context, making expressions more engaging and expressive. Meanwhile, collocations, which are familiar word pairings used naturally by native speakers, contribute to smoother and more authentic language use. Mastering both collocations and idioms enhances one's ability to communicate clearly and effectively, helping speakers to convey ideas with greater precision and authenticity. This expertise not only improves comprehension and speech but also enables learners to approach language in a way that closely mirrors native usage.

Collocations

Collocations are word combinations that frequently appear together and sound natural to native speakers. They are often predictable and used in specific contexts.

- **Word Pairs:** Collocations are groups of words that commonly go together, such as "make a decision" or "strong coffee" (Lewis, 1997).

Example: "Catch a cold"

This phrase means to become ill with a common respiratory infection. The combination of "catch" with "cold" is standard and sounds natural to native speakers. Phrasing it as "get a cold" would be less conventional and might not be as commonly used.

- **Natural Usage:** Native speakers naturally use collocations, which contributes to fluent language use (Benson, Benson, & Ilson, 1997).

Example: "Save time"

This expression means to use time more efficiently or to reduce the amount of time spent on something. Native speakers

commonly use "save time" to describe this concept. Alternatives like "conserve time" are less frequently used and might not sound as natural.

- **Context-Specific:** The suitability of a collocation often depends on the context in which it is used (Lewis, 1997).

Example: "Give a hand"

This phrase means to assist or help someone. It is context-specific as it is often used in situations where help is being offered. While "offer a hand" could be used in similar contexts, "give a hand" is the more natural and common expression.

Collocations are crucial elements of language, referring to combinations of words that typically appear together in a predictable manner. Understanding collocations is essential for achieving fluency and naturalness in communication. Scholars have categorized collocations into two main types: grammatical collocations and lexical collocations.

1. **Grammatical collocations** are word pairings determined by grammatical rules, where specific words are combined with particular grammatical structures. These patterns are vital for constructing grammatically accurate and idiomatic expressions. Michael Lewis (1997) underscores the significance of grammatical collocations in his exploration of the Lexical Approach, which emphasizes their role in achieving fluency in language.

Example: "Crazy about"

The adjective "crazy" is usually followed by the preposition "about" to indicate a liking or affection for something. This grammatical structure is standard in English. For example:

Correct Usage: "She is **crazy about** classical music."

Incorrect Usage: "She is **crazy with** classical music."

2. **Lexical collocations** involve common word pairings that are frequently used together based on conventional usage. These combinations contribute to the natural flow of language and help

in conveying ideas effectively. The work of Benson, Benson, and Ilson (1997) offers a detailed examination of lexical collocations, showing how these typical word combinations function in English.

Example: "Heavy rain"

The adjective "heavy" is frequently used with the noun "rain" to describe significant precipitation. This combination is idiomatic and commonly used in weather forecasts. For example:

Correct Usage: "The weather report predicts *heavy rain* for the weekend."

Less Conventional Usage: "The weather report predicts *intense rain* for the weekend."

► Exercise 1

Complete the Grammatical and Lexical Collocations.

Instructions:

For each of the following questions, choose the correct word combination or preposition that best fits the context. Lexical collocations are pairs of words that frequently go together, while grammatical collocations involve the correct use of prepositions or other grammatical structures.

Answer each question by selecting the correct option (A or B).

Lexical Collocations

1. Choose the correct collocation:
 - a. Strong coffee
 - b. Powerful coffee
2. Identify the correct word combination:
 - a. Heavy traffic
 - b. Thick traffic
3. Pick the correct collocation:
 - a. Make a decision
 - b. Do a decision

4. Which is the right pair?
 - a. Bright future
 - b. Shiny future
5. Select the correct collocation:
 - a. Bitter truth
 - b. Sour truth
6. Identify the proper collocation:
 - a. Close friend
 - b. Near friend
7. Choose the correct pair:
 - a. Tell the truth
 - b. Say the truth
8. Select the correct word combination:
 - a. Run a business
 - b. Drive a business
9. Pick the correct collocation:
 - a. Pay a visit
 - b. Give a visit
10. Identify the right collocation:
 - a. Keep a promise
 - b. Hold a promise

Grammatical Collocations

11. Identify the correct preposition:
Angry ____
 - a. with
 - b. on
12. Which preposition is correct?
Rely ____
 - a. on
 - b. at

13. Choose the correct preposition:

Accustomed ____

- a. to
- b. in

14. Select the right form:

Complain ____

- a. of
- b. about

15. Pick the correct preposition:

Good ____

- a. in
- b. at

16. Which is correct?

Succeed ____

- a. in
- b. at

17. Identify the correct preposition:

Afraid ____

- a. for
- b. of

18. Choose the correct collocation:

Capable ____

- a. of
- b. in

19. Pick the correct form:

Interested ____

- a. with
- b. in

20. Select the right preposition:

Fond ____

- a. of
- b. in

Idioms

Idioms are fixed phrases where the meaning cannot be inferred from the meanings of the individual words. They are often metaphorical and culturally specific. The followings are characteristics of idioms:

- **Fixed Expressions:** Idioms have a specific form that usually remains unchanged, and altering it can change the intended meaning (Cowie & Mackin, 1993).

Example 1: "Bite off more than you can chew"

This idiom means to take on a task that is too big or difficult to handle. The phrase is fixed in its wording; changing it to "bite more than you can chew" would not convey the same meaning clearly.

Example 2: "Catch someone's eye"

This idiom means to attract someone's attention. The phrase is fixed; altering it to "catch someone's gaze" would not change the meaning but might sound less natural.

- **Figurative Meaning:** The meaning of an idiom is often metaphorical rather than literal (Fernando, 1996).

Example 1: "To fly off the handle"

This means to suddenly become very angry. The literal image of a tool's handle flying off does not relate to becoming enraged, which is the figurative meaning.

Example 2: "To let the chips fall where they may"

This idiom means to let events unfold naturally without trying to control or alter them. The literal act of chips falling does not directly connect to allowing things to happen as they will, which is the figurative meaning.

- **Cultural Specificity:** Idioms reflect cultural contexts and may not translate directly into other languages (Cowie & Mackin, 1993).

Example 1: "To go Dutch"

This idiom means to share the cost of a meal or expense equally. The cultural reference to "Dutch" might not be immediately understood in cultures where different customs are followed for paying bills or splitting expenses.

Example 2: "To be in seventh heaven"

This idiom means to be extremely happy or delighted. The cultural reference to "seventh heaven" as a state of bliss might not be immediately understood in cultures that use different references to describe extreme happiness or contentment.

Idioms enrich language by adding metaphorical depth but can be challenging for non-native speakers due to their figurative nature and cultural roots. Mastering idioms is crucial for understanding and using language effectively (Fernando, 1996).

Understanding and using collocations correctly is vital for sounding natural and fluent in a language. They help in producing language that fits the context and sounds idiomatic (Benson, Benson, & Ilson, 1997). To use collocations and idioms effectively, one needs to be familiar with their contexts and applications. Regular practice and feedback help in refining these skills for more natural and fluent language use (Sinclair, 1991). A thorough understanding of collocations and idioms is essential for achieving fluency and naturalness in a language. Mastery of these elements enhances communication effectiveness and helps in producing language that feels both accurate and native-like.

► Exercise 2

Instructions:

1. Read each sentence carefully.
2. Identify the idiom or collocation in the sentence.
3. Write down the idiom or collocation and provide a detailed explanation of its meaning, including why it exists and its origin if applicable.

Sentences with collocations and idioms:

1. The manager's criticism was a wake-up call for the team, highlighting the urgent need for improvement.
2. Their new product launch was a game changer in the industry, setting new standards for competitors.
3. She managed to keep her cool during the heated argument, which helped diffuse the tension in the room.
4. The sudden change in policy was a shot across the bow, warning employees of impending adjustments.
5. After months of hard work, they finally saw the fruits of their labor when the project was completed successfully.
6. His idea was a red herring, distracting everyone from the real issues at hand.
7. The deal was off the table after the company discovered the hidden clauses that were unacceptable.
8. The new software has its pros and cons, but it's a step in the right direction for technological advancement.
9. She's known for being a stickler for details, which ensures that her work is always of the highest quality.
10. The team's success was the result of a concerted effort, with everyone pulling their weight.

11. The announcement was a breath of fresh air after weeks of negative news.
12. His tendency to speak his mind can sometimes rub people the wrong way, causing misunderstandings.
13. They took the situation with a grain of salt, knowing that it might not be entirely accurate.
14. The project manager needs to get his ducks in a row before the next phase begins.
15. Her explanation seemed to miss the mark, leaving the audience confused about the main points.
16. The new policy has caused a bit of a stir among the employees, leading to some heated discussions.
17. He's the type who always goes the extra mile, ensuring that every detail is perfect.
18. The contract negotiations were dragging on, but they finally reached a compromise after a lot of back and forth.
19. His involvement in the project was a double-edged sword, bringing both valuable insights and additional challenges.
20. The meeting was a mixed bag, with some productive discussions and others falling flat.

B. Strategies for Translating Collocations and Idioms

Translating Collocations

Effectively translating collocations is crucial for ensuring that word combinations in the target language sound natural and idiomatic. Collocations are pairs or groups of words that frequently appear together and are familiar to native speakers. Proper translation of these combinations helps maintain the fluency and authenticity of the text in the target language. Several strategies can be used to

ensure that collocations are translated in a way that preserves their naturalness and appropriateness.

Strategies for Translating Collocations:

1. Using Equivalent Collocations:

- This approach involves identifying collocations in the target language that closely correspond to the meaning and usage of those in the source language. It helps ensure that the translated text maintains the same natural flow and idiomatic quality as the original (Benson, Benson, & Ilson, 1997).
- Example: The English collocation “make a decision” can be translated into Indonesian as “mengambil keputusan,” which is a natural and commonly used expression in Indonesian.

2. Adapting Collocations to Target Language Norms:

- When direct equivalents are not available, adapting collocations to fit the target language’s conventions helps maintain naturalness and fluency. This may involve modifying the collocation to better align with common expressions in the target language (Lewis, 1997).
- Example: The English collocation “strong coffee” translates to Indonesian as “kopi kental” (literally “thick coffee”), which conveys the same meaning in a way that is familiar in Indonesian.

3. Maintaining Contextual Relevance:

- Collocations should be translated in a manner that suits the context in which they are used. This involves understanding the situation and cultural context of the source collocations and finding appropriate equivalents that fit the target context (Newmark, 1988).
- Example: The English collocation “high spirits” (meaning being very happy) translates to Indonesian as “semangat tinggi” (literally “high spirit”), which accurately reflects the intended meaning in Indonesian.

4. **Using Descriptive Translation:**

- When an exact collocation cannot be found, a descriptive translation explains the meaning of the collocation using plain language. This method ensures that the intended meaning is conveyed, even if the exact collocational match is unavailable (Baker, 2018).
- Example: The English collocation “fine line” (indicating a subtle difference) can be translated into Indonesian descriptively as “perbedaan yang sangat tipis” (meaning “a very thin difference”), providing clarity without relying on a specific collocation.

5. ***Avoiding Literal Translation:**

- Translating collocations literally can often lead to unnatural or awkward expressions in the target language. Instead, it is important to adapt the collocation to ensure it sounds natural and idiomatic (Lewis, 1997).
- Example: The English collocation “kick off” (meaning to start) should not be translated literally into Indonesian as “menendang mati.” A more natural translation would be “memulai” (meaning “to start”), which accurately conveys the meaning without sounding awkward.

► **Exercise 3**

Apply the translation strategy in collocations.

Instructions: Translate each English collocation into Indonesian and identify the translation strategy used.

1. Collocation: "Make progress"
 - Translation: _____
 - Strategy: _____
2. Collocation: "Catch fire"
 - Translation: _____
 - Strategy: _____

3. Collocation: "Break the news"
 - Translation: _____
 - Strategy: _____
4. Collocation: "Heavy traffic"
 - Translation: _____
 - Strategy: _____
5. Collocation: "Sharp criticism"
 - Translation: _____
 - Strategy: _____
6. Collocation: "Give support"
 - Translation: _____
 - Strategy: _____
7. Collocation: "Quick decision"
 - Translation: _____
 - Strategy: _____
8. Collocation: "Lose interest"
 - Translation: _____
 - Strategy: _____
9. Collocation: "Deep sleep"
 - Translation: _____
 - Strategy: _____
10. Collocation: "Strong argument"
 - Translation: _____
 - Strategy: _____

Translating Idioms

Translating idiomatic expressions involves navigating both linguistic and cultural nuances. Mona Baker's 2018 publication, *In Other Words: A Coursebook on Translation*, presents a set of strategies for translating idioms effectively. These strategies address the challenge of preserving meaning while adapting to different languages and cultural contexts.

1. **Using an Idiom of Similar Meaning and Form.** This method involves selecting an idiom in the target language that closely matches both the meaning and the structure of the source idiom. This approach ensures that the idiomatic expression maintains its figurative and structural essence in the translation. Example:
 - English Idiom: “Golden ticket” (meaning a special opportunity or privilege).
 - Indonesian Translation: “Tiket emas.”

Both idioms metaphorically convey the idea of a unique opportunity or advantageous position. While the specific term "golden ticket" is not directly translated, "tiket/kartu emas" maintains the metaphorical sense of having a valuable opportunity.

2. **Using an Idiom of Similar Meaning but Dissimilar Form.** When a direct equivalent with the same form is not available, this strategy involves finding an idiom with a similar meaning but a different structure in the target language. This approach maintains the intended meaning while adapting to linguistic differences. Example:
 - English Idiom: “You’ll be eating your words” (meaning you will have to retract or admit that you were wrong about something you previously said).
 - Indonesian Translation: “Kau akan menjilat ludahmu sendiri” (literally means “you’ll be licking your own spit,” implying you will have to go back on your own statements).

Both idioms express the concept of having to retract or admit the mistake of one's previous statements. The Indonesian idiom, while using different imagery, effectively conveys the same underlying meaning of having to backtrack on one's words.

3. **Borrowing the Source Language Idiom.** This strategy involves using the idiom from the source language directly in the translation. It is used when the idiom is recognizable and

comprehensible in the target language, or when no suitable equivalent exists. Example:

- English Idiom: “Break the ice” (meaning to initiate conversation in a social setting or ease tension).
- Indonesian Translation: “Break the ice” (borrowed directly from English, or adapted as “memecahkan keheningan” if needed).

In many Indonesian contexts, especially among English-speaking audiences or in educational settings, the idiom “break the ice (ice-breaking)” might be used directly. This allows the idiom’s figurative meaning to be conveyed accurately without needing to find a local equivalent. If a direct borrowing is not feasible, an adaptation like “memecahkan keheningan” can be used to retain the intended meaning.

4. **Translation by Paraphrase.** When an idiom lacks a direct equivalent or is culturally specific, paraphrasing involves expressing the meaning of the idiom in plain language. This method clarifies the idiom’s meaning without relying on idiomatic expressions. Example:

- English Idiom: “Barking up the wrong tree” (meaning to pursue a mistaken or misguided course of action).
- Indonesian Translation: “Mengambil langkah yang salah” (literally “taking the wrong step”).

In this example, the English idiom “barking up the wrong tree” is paraphrased into Indonesian as “mengambil langkah yang salah,” which conveys the idea of pursuing a mistaken course of action without using an idiomatic expression. This approach ensures that the intended meaning is clear and understandable to Indonesian speakers who may not be familiar with the original idiom.

5. **Translation by Omission of a Play on Idiom.** This strategy is about how translators deal with idioms that are difficult to translate directly into another language. Idioms often have both

a literal meaning (what the words actually say) and a figurative meaning (the hidden or playful meaning). When translating between languages, it's not always possible to keep both meanings, especially if the idiom is tied to a specific cultural context or wordplay. In this strategy, the translator omits the playful or figurative part of the idiom and focuses on the literal meaning, which makes the message easier to understand in the new language, even if the fun or clever part of the original expression is lost. Example:

- English Idiom: "Out of fashion"
- Indonesian Translation: kuno

"Kuno" is a good example of translation by omission of a play on idiom because it simplifies the idiom "out of fashion" by focusing on the core meaning—something that is outdated—while omitting the idiomatic play on "fashion."

6. **Translation by Omission of Entire Idiom.** If an idiom is too obscure or irrelevant to the target language, it may be omitted altogether. This strategy is used when the idiom's meaning cannot be effectively communicated or when it does not fit the cultural context. Example:

- English Idiom: "Fixing a small issue right away can save you from having to deal with a bigger problem later, which is why it's said that *a stitch in time saves nine*."
- Indonesian Translation: "Menyelesaikan masalah kecil secepatnya dapat mencegah masalah yang lebih besar di kemudian hari."

Mona Baker's 2018 strategies for translating idioms offer a practical approach to dealing with idiomatic expressions in translation. By using methods such as finding equivalent idioms, paraphrasing, borrowing, or omitting idioms, translators can effectively manage the complexities of idiomatic language and ensure clarity and appropriateness in the target language.

► Exercise 4

Identify the strategy used to translate the idioms.

1. "Break the ice"
Indonesian: "Mencairkan suasana"
Meaning: To ease tension or initiate conversation.
Strategy:
2. "A blessing in disguise"
Indonesian: "Ada hikmah di balik musibah"
Meaning: Something that seems bad but turns out to be good.
Strategy:
3. "The early bird catches the worm"
Indonesian: "Siapa cepat dia dapat"
Meaning: Those who start early or act promptly will succeed.
Strategy:
4. "Cost an arm and a leg"
Indonesian: "Menghabiskan banyak uang"
Meaning: Something that is very expensive.
Strategy:
5. "Hit the nail on the head"
Indonesian: "Tepat sasaran"
Meaning: To be exactly right about something.
Strategy:
6. "Spill the beans"
Indonesian: "Membocorkan rahasia"
Meaning: To reveal a secret.
Strategy:

7. "Under the weather"
 Indonesian: "Tidak enak badan"
 Meaning: To feel ill or unwell.
 Strategy:
8. "Burn the midnight oil"
 Indonesian: "Begadang"
 Meaning: To work late into the night.
 Strategy:
9. "Let the cat out of the bag"
 Indonesian: "Menyingkap rahasia"
 Meaning: To reveal a secret.
 Strategy:
10. "Piece of cake"
 Indonesian: "sangat mudah/gampang"
 Meaning: Something that is very easy.
 Strategy:
11. "Bite the bullet"
 Indonesian: "Menghadapi kesulitan dengan tabah"
 Meaning: To endure a painful or difficult situation with courage.
 Strategy:
12. "Actions speak louder than words"
 Indonesian: "Berbicara lebih mudah daripada berbuat"
 Meaning: What people do is more significant than what they say.
 Strategy:
13. "Let sleeping dogs lie"
 Indonesian: "Jangan bangunkan macan tidur"
 Meaning: To avoid mentioning or dealing with a problem that could cause trouble.
 Strategy:

14. "Make a mountain out of a molehill"
 Indonesian: "Membesar-besarkan masalah kecil"
 Meaning: To exaggerate the importance of a minor issue.
 Strategy:
15. "Jump on the bandwagon"
 Indonesian: "Ikut arus"
 Meaning: To join a popular activity or trend.
 Strategy:
16. "Break the news"
 Indonesian: "Menyampaikan berita"
 Meaning: To inform someone of something, especially news or information.
 Strategy:
17. "Cut corners"
 Indonesian: "Mengambil jalan pintas"
 Meaning: To do something in the easiest or quickest way, often sacrificing quality.
 Strategy:
18. "Hit the jackpot"
 Indonesian: "Mendapatkan keberuntungan besar"
 Meaning: To achieve great success or luck.
 Strategy:
19. "The ball is in your court"
 Indonesian: "Giliranmu untuk bertindak"
 Meaning: It is someone's turn to take action or make a decision.
 Strategy:
20. "Cold feet"
 Indonesian: "ragu-ragu"
 Meaning: To become nervous or hesitant about something.
 Strategy:

C. Translating Common Collocations and Idioms

Translating common collocations and idioms involves specific challenges and opportunities for translators. Idioms are phrases where the meaning is not directly inferred from the individual words, while collocations are combinations of words that frequently appear together and sound natural to native speakers. Effective translation of these expressions requires an understanding of their usage, context, and cultural significance.

Successfully translating common collocations and idioms requires an understanding of the linguistic and cultural differences between languages. By applying various strategies—such as using equivalent idioms, paraphrasing, or adapting collocations to fit the target language's context—translators can effectively convey idiomatic and collocational expressions.

► Exercise 5

Translate the idiom into Indonesian using Mona Baker's strategy

Instructions:

1. Read each English sentence containing an idiom.
2. Translate the idiom into Indonesian using the specified strategy (Mona Baker, 2018).
3. Provide a brief explanation of the strategy used for each translation.

Sentences with idioms:

1. Break the bank
"Eating out at upscale restaurants every weekend could break the bank, but he enjoys the experience."

2. Caught between a rock and a hard place
"Choosing between moving to a new city for a promotion or staying for his family made him feel caught between a rock and a hard place."
3. Get your ducks in a row
"Before applying for the grant, ensure you get your ducks in a row by preparing all the necessary reports and documents."
4. Under the table
"The restaurant paid its workers under the table to avoid high payroll taxes, which led to legal issues."
5. The tip of the iceberg
"The recent scandal involving the CEO is just the tip of the iceberg; there are deeper issues within the company."
6. Throw caution to the wind
"They decided to throw caution to the wind and take a spontaneous trip around the world without any prior planning."
7. Bite the dust
"The old software program finally bit the dust after years of updates and patches failing to keep up with technology."
8. Let the cat out of the bag
"He let the cat out of the bag about the upcoming merger when he mentioned it during a casual conversation with his colleagues."
9. In the nick of time
"She finished her novel in the nick of time to submit it for the prestigious literary competition."
10. A dime a dozen
"At the local thrift store, old board games are a dime a dozen, so you can pick up several for a very low price."

D. Maintaining Naturalness in Translating Collocations and Idioms

Achieving naturalness in translation is vital for ensuring that the text reads smoothly and naturally in the target language. When translating collocations and idioms, the focus must be on not only preserving the intended meaning but also making sure the translation aligns with the linguistic and cultural norms of the target language. This process involves adapting idiomatic expressions and word combinations so that they feel authentic and fluent to native speakers.

Naturalness in translation refers to how well the translated text flows and sounds native to speakers of the target language. This requires the translation to be both accurate in meaning and smooth in style, fitting well within the linguistic and cultural context of the target audience (Newmark, 1988).

Strategies for Achieving Naturalness:

1. Adapting Idiomatic Expressions:

When translating idioms, it's important to use idiomatic expressions in the target language that are familiar and natural to native speakers. This approach ensures that the figurative meaning is conveyed while aligning with the target language's idiomatic conventions (Baker, 2018).

Example: The English idiom “kick the bucket” (meaning “to die”) might be translated into Indonesian as “meninggal dunia” (which means “to pass away”), offering a natural and culturally appropriate expression in Indonesian.

2. Employing Common Collocations:

Collocations are word pairs or groups that frequently appear together and sound natural to native speakers. For natural translation, it's crucial to use collocations that are commonly used and familiar in the target language (Lewis, 1997).

Example: The English phrase “heavy rain” can be translated into Indonesian as “hujan deras” (literally “heavy rain”), which is a common and natural expression in Indonesian.

3. **Contextual Adjustment:**

Tailoring the translation to fit the context ensures that collocations and idioms are appropriate and natural in the target culture. This involves understanding and incorporating the cultural and situational nuances of the target language (Baker, 2018).

Example: The English idiom “a piece of cake” (meaning “something very easy”) translates naturally into Indonesian as “mudah sekali” (which means “very easy”), effectively conveying the meaning in a culturally relevant manner.

4. **Avoiding Literal Translations:**

Translating collocations and idioms literally often results in awkward or unnatural phrases in the target language. Instead, it’s better to use expressions that sound natural and idiomatic in the target language (Newmark, 1988).

Example: Translating “spill the beans” (meaning “to reveal a secret”) literally into Indonesian as “menumpahkan kacang” (which means “to spill beans”) would be unnatural. A more natural translation would be “membocorkan rahasia” (which means “to leak a secret”).

Ensuring naturalness in the translation of collocations and idioms is crucial for producing text that reads smoothly and feels authentic to native speakers. By adapting idiomatic expressions, using familiar collocations, considering contextual factors, and avoiding literal translations, translators can achieve both accuracy and naturalness in their work.

► Exercise 6

Project-Based Translation – Maintaining Naturalness in Translating Idioms and Collocations

Objective: Translate idioms and collocations into Indonesian while ensuring naturalness and cultural relevance across various topics.

Instructions:

1. **Select a Context:** Choose one of the following topics for your project.
2. **Create Sentences:** For each topic, develop 15 original sentences in English using idioms and collocations relevant to the chosen context. Ensure that idioms and collocations are appropriately used within the sentences.
3. **Translate:** Translate each sentence into Indonesian. Ensure the translations are natural and culturally appropriate.
4. **Explain Translation Choices:** For each translation, provide a brief explanation of the strategies used to adapt the idioms and collocations.



UNIT 4

CLAUSE-LEVEL TRANSLATION

Paramita Widya Hapsari



Objectives:

1. Students are able to understand clauses
2. Students are able to identify active and passive clauses
3. Students are able to make the correct clauses
4. Students are able to apply the strategies for translating clauses

Materials:

1. Dependent Clause vs. Independent Clause
2. Active Clause vs. Passive Clause
3. Translating Clauses
4. Challenges and Strategies in Translating Clauses

A. Dependent Clause vs. Independent Clause

As a student at any level of university study, when you write your assignments or your thesis, your writing needs to be grammatically well-structured and accurate in order to be clear. If you are unable to write sentences that are appropriately structured and clear in meaning, the readers may have difficulty understanding the meanings that you want to convey. Here, we are going to focus on clauses.

Independent Clauses flowers bloom and grow you should come inside we will win the game	Dependent Clauses when they are given proper sunlight before dinner gets cold because Blake can pitch well
Combining Independent and Dependent Clauses Flowers bloom and grow when they are given proper sunlight. You should come inside before dinner gets cold. We will win the game because Blake can pitch well.	

Dependent Clause

In this case, the dependent clause is divided into 3, namely relative clause, participle clause, and conditional phrase.

1. Relative Clause

A noun, such as a person, place, or item, might have more details provided by using a relative clause. Introduce a relative clause with a relative pronoun. That and which for objects, when for time, whose to demonstrate possession, and who for individuals are among them. Defining and non-defining relative clauses are the two types of relative clauses that exist.

<i>Relative pronouns</i>	<i>referring to</i>
<i>who/that</i> <i>whom</i> <i>which/that</i> <i>whose</i>	person, acting as a subject in the adjective clause. person, acting as an object in the adjective clause thing, as a subject or an object in the adjective clause person/thing, acting as a possessive adjective in the adjective clause
<i>Relative adverbs</i>	
<i>when</i> <i>where</i> <i>why</i>	time, acting as the adverb of time in the adjective clause place, acting as the adverb of place in the adjective clause reason, acting as the adverb of reason in the adjective clause

Examples:

- Mrs. Anne was the woman **who** taught me to play the guitar.
- The cat has killed the rat **which** was living under our house.
- It's a phone **that** takes photos.
- I'm working for a company **whose** head office is in Dubai.

2. Participle Clause

Participle clauses provide additional details about a noun. The verb's -ed or -ing form is employed. Since the noun or pronoun in the main clause serves as the subject of the participle clause, it lacks a subject. They are formed using present participles (*going, reading, seeing, walking, etc.*), past participles (*gone, read, seen, walked, etc.*) or perfect participles (*having gone, having read, having seen, having walked, etc.*).

	FULL CLAUSE	PARTICIPLE CLAUSE
reason	<i>Because he's a student he can get a discount on rail travel.</i>	<i>Being a student, he can get a discount on rail travel.</i>
result	<i>A snowstorm covered the motorway. The result was that dozens of drivers were trapped in their cars.</i>	<i>A snowstorm covered the motorway, trapping dozens of drivers in their cars.</i>
condition	<i>If you give it enough water and sunlight, the plant will grow to three metres.</i>	<i>Given enough water and sunlight, the plant will grow to three metres.</i>
time/ sequence	<i>As I walked into the room I noticed the flowers by the window.</i>	<i>Walking into the room, I noticed the flowers by the window</i>

► Exercise 1

Identifying the Logical Relationship

Instructions: For each sentence, identify the logical relationship between the participle clause and the main clause (e.g., chronological order, consequence, contradiction, etc.), then translate the sentence into Indonesian. Justify your translation choice based on the relationship.

- a. **Seeing the storm approaching, they decided to cancel the outdoor event.**

Translation:

- b. **Having completed the project, she submitted it to her professor.**

Translation:

- c. **Not feeling well, he chose to stay at home instead of going to the party.**

Translation:

- d. **Failing to catch the bus, they had to walk to their destination.**

Translation:

- e. **Despite being exhausted, she continued to work late into the night.**

Translation:

► Exercise 2

Rewrite Sentences Using Participle Clauses

Instructions: Rewrite the following sentences by reducing the subordinate clause to a participle clause. After that, translate the new sentence and explain how the meaning or logical relationship has changed, if at all.

- a. **Because she was late, she missed the opening ceremony.**

New Sentence:

Translation:

- b. **After they had finished the project, they submitted it for review.**

New Sentence:

Translation:

- c. **Although he was tired, he stayed up to finish his assignment.**

New Sentence:

Translation:

- d. **Since he didn't understand the question, he asked for clarification.**

New Sentence:

Translation:

- e. **Because they were eager to start, they arrived at the meeting early.**

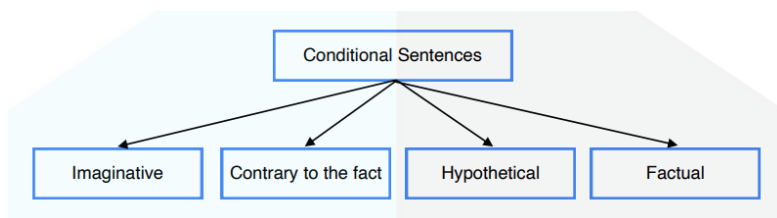
New Sentence:

Translation:

3. Conditional Clause

A conditional clause conveys the idea that the main clause's (the result clause's) action can only take place if a specific requirement

(the clause that starts with if) is met. The condition is stated in the if clause, and the outcome is stated in the main clause. Conditional sentences, to put it simply, express the “possibility” or “impossibility” of something occurring. Whether or not the criterion is met determines whether something is “possible” or “impossible.” Conditional sentences rely on the speaker’s presentation of the “hypothetical,” “contrary to the fact,” and “imagination.”



(Taken from: testbook.com)

a. **Imaginative**

This type of conditional explores creative or unlikely scenarios.

If I could fly, I would travel the world in a day.

The clause above implies an impossible or purely imaginative situation.

b. **Contrary to the fact**

This type of conditional describes a situation that didn’t happen in the past, along with its possible result.

If she had studied harder, she would have passed the exam.

The implication is that she did not study hard and did not pass the exam.

c. **Hypothetical**

This type of conditional is used to express unreal or hypothetical situations in the present.

If I were rich, I would buy a mansion.

Indicates a hypothetical situation that is not true in the present (the speaker is not rich).

d. **Factual**

This type of conditional describes real or likely situations in the present or future.

If it rains tomorrow, we will cancel the picnic.

Describes a real possibility of rain in the future and the result that would follow.

Summary of Structures:

- **Imaginative:** Explores creative possibilities, often unlikely or impossible.
- **Contrary to Fact (Past):** Describes a past event that did not happen and its potential outcome.
- **Hypothetical (Present):** Talks about unreal situations in the present.
- **Factual:** States real conditions that might occur now or in the future.

► **Exercise 3**

Real Conditions in the Present or Future

Instructions:

Choose the correct verb in the **if** clause or result clause to make a real conditional in the present or future.

Playing at the Park

Every weekend, if the weather is nice, I (**will spend/spend**) time outside with my children. One of their favourite things to do is to go to a nearby park. If we ride our bikes to the park, it (**takes/will take**) about 10 minutes. If there (**is/will be**) a lot of traffic, it takes a little longer. Once we get to the park, the kids choose their favourite playground equipment to play on. Jeffrey likes the climbing walls, but if he (**climbs/will climb**) too high, I start to get

nervous. I always have to remind him, “If you’re not careful, you **(fall/will fall)** and hurt yourself.” His reaction is usually to roll his eyes at me. My daughter Cheryl loves to play on the seesaw. On the way to the park, she almost always asks me, “Mom, if there **(is/will be)** no one for me to play with, **(do/will)** you go on the seesaw with me?” If she **(finds/will find)** someone to play with at the park, she **(will spend/should spend)** the entire time on the seesaw. Sometimes I talk to the other parents who are there. After an hour or so, the kids and I ride our bikes back home. On the way, I tell them, “If the weather is nice next weekend, we **(come/will come)** back.”

*(Taken from: Clear Grammar 2, 4th edition: Keys to Advanced ESL Grammar
Keith S. Folse, Deborah Mitchell, Barbara Smith-Palinkas, and Donna Tortorella)*

Independent Clause

Independent clause is a set of words that form a full thought and have a subject and a verb. It can therefore be used as a sentence on its own. In order to write in English with clarity and completeness, independent clauses are necessary. To create longer, more complex sentences, they can be joined with other independent or dependent clauses.

- She runs every morning.

Subject	: She
Verb	: runs
- The dog barked loudly.

Subject	: The dog
Verb	: barked

Independent clauses can be linked together using coordinating conjunctions (e.g., **and, but, or, so, for, nor, yet**) to create **compound sentences**.

Example of a compound sentence:

- **He studied hard, and he passed the exam.** (Both parts of the sentence are independent clauses: “He studied hard” and “He passed the exam”)

► Exercise 4

Complete the sentences with the words below.

1. the house, could you do the washing up?
2. at her new school, my sister’s made lots of new friends.
3. breakfast, they went out for a walk.
4. tennis, Petra fell and hurt her ankle.
5. his change, he realised the shop assistant had made a mistake.
6. about where to go on holiday, you should consider the price as well as the location.

► Exercise 5

Identification: Identify the following sentences as either dependent clause (DC) or independent clause (IC).

1. They went to the bookstore.
2. Agid and Bagas have been good friends since first grade.
3. Although Nadra likes Mexican and Italian food.
4. After reading in the library.
5. Animal communication is not considered to be a legitimate language by some scientists.
6. When Ken and Abe eat lunch together in the café near office.

Joining clauses: properly join the clauses.

1. When I went to the zoo + I looked at the animals.

2. He came to class + He forgot his homework.

3. We studied all night + Therefore, we did well on the test.

4. She might have been sick + Maybe her car broke down.

5. They went out to eat + Because they were hungry.

Completing clauses: Complete the following dependent clauses with the independent clauses that fits the context!

Dependent Clauses	Independent Clauses
If it is broken	
While you drive	
Until my mom gets home	
After you stole her pencil	
After he paddled across the lake	

► Exercise 6

Instructions:

1. Read the following text.
2. Identify and translate the independent clauses in each paragraph into Indonesian.

The Power of Education: A Path to Personal, Professional, and Social Success

Education is the key to success in life. Many people believe that a good education opens doors to better career opportunities and personal growth. Without education, it is difficult to gain the skills needed

for success. Education helps individuals develop critical thinking, problem-solving abilities, and communication skills.

In today's world, education is more important than ever. Technology is advancing rapidly, and people need to keep up with the changes. Those who continue their education throughout life are better prepared to adapt to new challenges. Lifelong learning is essential in this fast-paced environment.

Furthermore, education contributes to social development. Educated people tend to have better awareness of global issues and cultural diversity. They are more likely to engage in meaningful conversations about these topics. Education encourages open-mindedness and empathy toward others.

Many people pursue higher education to improve their career prospects. A university degree can provide a competitive edge in the job market. Employers often look for candidates who have specialized knowledge and skills in their field. As a result, individuals with higher education qualifications may have better job opportunities.

In conclusion, education plays a crucial role in both personal and professional development. It provides individuals with the tools they need to succeed in various aspects of life. With the right education, people can achieve their goals and make a positive impact on society.

B. Active Clause vs. Passive Clause

When a verb is in the active voice, it indicates that the subject of the sentence is the one who performs the action, or that the subject or item it refers to does something. Because the person beside the subject acts, the Active Voice gets its name. When a verb's form indicates that something is done to the subject or thing it is denoting, it is said to be in the passive voice. The reason the passive voice got its name is because the subject of the sentence is passive, meaning it experiences or bears some kind of action rather than being active.

Active Voice	Passive Voice
Mr. Sam <i>teaches</i> us English.	English <i>is taught</i> to us by Mr.Sam.
The cat <i>caught</i> the mouse.	The mouse <i>was caught</i> by the cat.
The students <i>were helping</i> the poor man.	The poor man <i>was helped</i> by the students.
She <i>will finish</i> the work in a fortnight.	The work <i>will be finished</i> by her in a fortnight.
Why <i>did</i> you sister <i>write</i> such a letter?	Why <i>was</i> such a letter <i>written</i> by your sister?

► Exercise 7

Determine if these sentences are in the **active** or **passive** voice. If a sentence is in the active voice, identify its subject and verb. If a sentence is in the passive voice, rewrite it so that it is in the active voice. (If a passive sentence has no “doer,” make one up!)

1. The tea was still boiling after it was served.
2. We worked on our papers all night.
3. The wind was making the tree sway.
4. She has been holding her hand up to answer the question.
5. The three cats were being walked.
6. The earth continually spins on its axis.
7. The fifth-grade students were released from class.
8. Tara gave the speech flawlessly.
9. Without interruption, the scarf was knit by her.
10. We were driven to the beach by Caleb in his minivan.
11. The class was taught by Juan in the evenings.
12. Café Soliz closed early, so we brewed our own pot of coffee.
13. The professor and her aid passed out the exam, and it was taken by the students.
14. Rachel explained the importance of proofreading one’s sentences.
15. The exercise sheet was finished by you!

C. Translating Clauses

In this subunit, you are encouraged to translate from micro unit level numerous times in order to understand the context.

Source Language	Target Language
Dance of India There are many types of dances in India, from those which are deeply religious in content to those which are danced on more trivial happy occasions. Classical dances of India are usually always spiritual in content, although this is often true also of Folk dances. Taken from: http://www.angelfire.com/ma2/bharatanatyam/bn.html	Tari-tarian India Ada banyak jenis tarian di India, dari tarian yang isinya sangat bersifat keagamaan hingga tarian yang dilakukan pada acara-acara yang sifatnya tidak penting. Tarian India klasik seringkali bersifat keagamaan. Meskipun demikian, sifat keagamaan ini juga seringkali ditemukan pada tari-tarian rakyat.

Explanation

We are often caught translating the phrase “There are” as “*di sana*,” which can lead to errors. Pay attention to the word “deeply” as well; it is incorrect to translate it as “*dengan mendalamnya*.” In the target language, this word is better translated as “*sangat*.” This shows that the translator has a strong understanding of the context of the sentence and can effectively match the word “deeply” with “*sangat*.”

Also note the translation of “Classical dances of India are usually always spiritual in content, although this is often true also of Folk dances.” In the target language, this sentence is divided into two sentences to make it easier to read without altering or removing the message from the source language. In other words, the translator is not bound by the source language structure. However, the meaning from the source language can be accurately conveyed into the target language

► Exercise 8

Indonesia

Indonesia is the largest archipelago in the world, consisting of over 17,000 islands. The country is located in Southeast Asia and is known for its diverse cultures and rich history. Each island offers unique traditions and languages. Many tourists visit Indonesia every year to explore its natural beauty and vibrant cities.

The capital city, Jakarta, serves as the economic and political hub of the country. It is bustling with life, where street vendors sell delicious local dishes. The National Monument, a towering symbol of Indonesia's independence, attracts many visitors. The monument was inaugurated in 1975, and it has since become a landmark in the city.

Bali, another popular destination, is famous for its stunning beaches and lush landscapes. Tourists flock to Bali for its vibrant nightlife and cultural performances. The island is often referred to as the "Island of the Gods" due to its rich spiritual heritage. Many temples, such as Uluwatu Temple, are visited by tourists who seek to experience the local culture.

Indonesia is also home to incredible biodiversity. The tropical rainforests in Sumatra and Borneo are inhabited by unique wildlife, including orangutans and tigers. Conservation efforts are being made to protect these endangered species. Various organizations have been established, and their work is vital for preserving Indonesia's natural heritage.

The country's economy relies heavily on agriculture, mining, and tourism. Coffee, palm oil, and spices are among the main exports. In recent years, the government has implemented reforms to attract foreign investment. Many international companies have established operations in Indonesia, contributing to the country's economic growth.

Despite its economic progress, Indonesia faces several challenges. Environmental issues, such as deforestation and pollution, threaten

its ecosystems. The government has been criticized for its handling of these problems. However, several initiatives have been launched to promote sustainable practices and raise awareness among the population.

Indonesia's cultural heritage is incredibly diverse, with hundreds of ethnic groups and languages. Traditional music and dance play a significant role in local celebrations. Festivals, such as Nyepi in Bali, are celebrated with great enthusiasm. These cultural practices are passed down through generations, ensuring that the rich traditions of Indonesia are preserved for future generations.

1. Begin by reading the entire passage about Indonesia thoroughly to understand its meaning.
2. Identify and classify each sentence in the passage as either **Active Voice** or **Passive Voice**.
3. Highlight or underline the subject and the verb in each sentence to help.

D. Challenges and Strategies in Translating Clauses

It is difficult to translate from source text into target text because every language has its own distinct qualities, cultures, and ways of expressing ideas that make it a unique representation of the world. Translation is a challenging task because of the cultural variations between a target text and a source text. Put another way, translation can be described as encoding the form and meaning of the source language into the target language using the source language's decoded meaning and form.

When a speaker utilizes language for his or her own goals, it can be utilized to define cultural identity, relate to other phenomena, and make references outside of itself. A particular language indicates the culture of a certain social group. Consequently, we might conclude that translating a language also means translating a culture because

language is a cultural construct. Translation thus requires knowledge of both the target language and target culture.

In order to produce more messages that are equivalent in both the source and target languages, the translation process needs to employ the right strategies. Newmark (1998) presents a hierarchy of translation strategies that are applicable to both the source and target languages.

1. *Word-for-word translation*: terms are translated individually according to their most prevalent meanings when taken out of context.
2. *Literal translation*: this strategy involves transforming the source language's grammatical structures into their closest equivalents in the target language, but translating lexical words individually and out of context.
3. *A faithful translation*: it attempts to capture the exact contextual meaning of the source text while staying within the bounds of the target language's grammatical structures.
4. *Semantic translation*: it compromises meaning when necessary while maintaining the original language text's natural
5. *Adaptation*: The source language culture is translated to the target language culture.
6. *Free translation*: the information is rebuilt without the original's shape, and the matter is replicated without the way.
7. *Idiomatic translation*: it copies the content of the original accurately, but it tends to misrepresent subtleties of meaning by prioritizing idioms and colloquialisms above those that are present in the original.
8. *Communicative translation*: this strategy seeks to convey the full context of the source material in a way that the target audience will find both the language and the message acceptable and intelligible.

► Exercise 9

Analyzing Ambiguity in Translation

Instructions: Translate the following sentences into the target language, considering that the participle clause might allow for more than one interpretation (e.g., chronological order vs. cause-effect). Analyze how your translation handles the ambiguity.

1. **Leaving the house early, he avoided the traffic.**

Translation:

Analysis:

2. **Tired from the journey, she went straight to bed.**

Translation:

Analysis:

3. **Hoping for good weather, they planned a picnic for the weekend.**

Translation:

Analysis:

4. **Waiting for the bus, she realized she had left her phone at home.**

Translation:

Analysis:

► Exercise 10

Group discussion

1. Find a Text

Each group should search for a short text in English consists of 7 paragraphs minimum (e.g., tourism).

2. Translate the Text

Translate the entire text into Indonesian. Work together to ensure accuracy and clarity.

3. Peer Review

Once your translation is complete, exchange your translated text with another group for peer review. Review the other group's translation carefully, focusing on accuracy and comprehension.

4. Identify Difficult Terms

Make a list of words, phrases, or clauses from the translation that were difficult to understand or translate.

5. Discuss Translation Strategies

In your group, discuss the strategies you used to translate these difficult terms. Did you use a dictionary, context clues, parallel texts, or other resources?

Write down the strategies and be ready to share them with the class.



UNIT 5

SENTENCE-LEVEL TRANSLATION

Anita Rusjayanti



Objectives:

1. Students are able to know the basic concept of sentence
2. Students are able to explain essential components of sentence
3. Students are able to identify and construct different types of sentences
4. Students are able to analyze sentence structure for clarity, coherence, and variety
5. Students are able to apply sentence structure knowledge in writing clear and effective sentences using conjunction
6. Students are able to translate the variety of sentences

Materials:

1. Basic sentence structure
2. Four types of sentences: simple sentences, compound sentences, complex sentences, compound-complex sentences
3. Active-passive complex clauses
4. Sentence components

5. Punctuations
6. Conjunctions
7. Strategy in translating complex clauses

A. Structuring Sentences

In any language, a sentence functions as the core element of communication. It provides the structure necessary for conveying concepts, ideas, and information (Hudson, 2000). To effectively communicate ideas, it is essential to craft sentences well. This chapter will explore the components of sentences, their various forms, and their correct and efficient use. A sentence is a grouping of words that expresses a complete thought. It begins with a capital letter and ends with appropriate punctuation, such as an exclamation point, a question mark, or a period. For a sentence to be complete, it must include both a subject and a predicate (Quirk, Greenbaum, Leech, & Svartvik, 1985).

- Subject: The person, location, object, or idea that is acting or being acted in a sentence is the topic of the sentence.
- Predicate: In a sentence, the predicate describes what the subject does or is. Together with the verb, it also includes any complements, modifiers, or objects that bring the idea whole.

For example:

Sentence : The dog is running.

Subject : The dog

Predicate : is running

The sentence above, “The dog is running”, expresses a complete thought, conveying a full idea that doesn't require additional information to be understood. This sentence is considered a simple sentence because it contains only one independent clause. It has a single subject (“The dog”) and a single predicate (“is running”), which together form a clear and complete idea. In summary, “The dog is running” is a simple sentence that clearly communicates what

the subject (the dog) is doing (running) at this moment. The subject “The dog” tells us who is performing the action, while the predicate “is running” tells us what action is being performed.

A sentence consists of a sequence of words that usually features a subject, verb, and object, and may include additional clauses. Well-structured sentences form the core of strong paragraphs and are essential for articulating complex academic ideas in a clear and organized manner. However, as sentences become more elaborate with the addition of multiple clauses, they can become confusing and difficult to handle. Mastering basic sentence structure and avoiding common pitfalls can significantly improve the readability and comprehension of academic writing.

B. Translating simple, compound, complex, compound-complex sentences

Simple Sentences

A simple sentence is the most basic type of sentence, consisting of just one independent clause, which includes a subject and a predicate. This structure allows it to express a complete thought on its own, for example, the sentence above “The dog is running” is simple but effectively communicates a clear idea. Simple sentences are versatile and can convey direct and powerful messages, making them useful in various contexts. While they are inherently straightforward, they can be employed to achieve different rhetorical effects, such as creating emphasis or delivering a punchy statement. In writing, simple sentences serve as the foundation, offering clarity and precision in communication. This sentence is the most basic type of sentence, consisting of just one independent clause. This means it includes a subject (who or what the sentence is about) and a predicate (what the subject does or what happens to the subject). Despite its name, a simple sentence can convey a wide range of ideas, from the very basic to the more nuanced, depending on the words used.

More examples of Simple Sentences:

1. "She cries." – This sentence has a single subject ("She") and a single predicate ("cries"). It expresses a complete thought with minimal components.
2. "The teachers explained the materials clearly." – This sentence includes a subject ("The teachers"), a predicate ("explained"), an object (the materials"), and an adverb ("clearly") that adds detail to the action/predicate.
3. "Our big family lives in Jakarta." – Here, the subject is "Our big family", the predicate is "live" and an adverb of place "in Jakarta". Adjectives ("big") and prepositional phrases ("in ...") are used to add more description to the sentence.

Simple Sentences have some functions based on their purposes. Simple sentences are often used to convey clear, straightforward information. They are easy to understand and can be particularly effective in communicating important points without confusion. In writing, simple sentences can be used to emphasize a point. For example, after a series of complex sentences, a simple sentence can stand out and reinforce an idea. Simple sentences can also help control the pace of a narrative. Short, simple sentences can quicken the pace, creating tension or excitement, while longer, more complex sentences can slow it down.

Types of Simple Sentences:

1. **Inverted Simple Sentences:** Sometimes, the order of the subject and predicate is inverted for stylistic reasons or to emphasize a particular part of the sentence.

For example, "Across the blue sky flew the birds" instead of "The birds flew across the blue sky."

In this sentence, the usual subject-predicate order is inverted for stylistic effect. The subject "the birds" comes after the verb "flew",

and the prepositional phrase “across the blue sky” is placed at the beginning to create emphasis on the location.

2. **Simple Sentences with Compound Subjects or Predicates:**

While a simple sentence has only one independent clause, it can still contain compound subjects or predicates.

For example, “My father and mother have cleaned the house.”

Here, “My father and mother” is a compound subject, but the sentence remains simple because it consists of only one independent clause—one predicate, “have cleaned” followed by the object “the house”

► **Exercise 1**

Identify the Structure of Simple Sentences.

Instructions: For each of the following ten simple sentences, identify the subject, predicate, and any additional elements (like adjectives, adverbs, or prepositional phrases). Break down the sentence into its core components.

Example,

Sentence: “The bright sun rose early in the morning.”

- Subject: “The bright sun” (The noun “sun” is the subject, with “bright” as an adjective modifying “sun.”)
- Predicate: “rose early” (The verb “rose” is the action, and “early” is an adverb describing when the action occurred.)
- Additional Elements: “in the morning” (A prepositional phrase providing more detail about the time when the sun rose.)

1. They work at a big company.

Subject:

Predicate:

Additional Elements (if any):

2. We always walk to campus.
Subject:
Predicate:
Additional Elements (if any):
3. The bright sun shines in the sky.
Subject:
Predicate:
Additional Elements (if any):
4. We laughed so hard at the funny joke.
Subject:
Predicate:
Additional Elements (if any):
5. The cat sleeps peacefully on the sofa.
Subject:
Predicate:
Additional Elements (if any):
6. My friends play football on weekends.
Subject:
Predicate:
Additional Elements (if any):
7. The big tree fell to the ground.
Subject:
Predicate:
Additional Elements (if any):
8. She is speaking to her friend now.
Subject:
Predicate:
Additional Elements (if any):
9. We studied hard for the exam yesterday.
Subject:
Predicate:
Additional Elements (if any):

10. Some birds are beautifully singing outside my window.

Subject:

Predicate:

Additional Elements (if any):

Compound Sentences

A compound sentence is a sentence structure that unites two or more independent clauses, each of which can stand alone as a complete sentence. These clauses are linked to form a single sentence, connecting related ideas. The primary purpose of a compound sentence is to show the relationship between these clauses, which can range from addition and contrast to cause and effect.

Structure of a Compound Sentence:

1. **Independent Clauses:** A compound sentence is made up of at least two independent clauses. An independent clause is a group of words with a subject and a predicate that conveys a complete idea. For example, in the sentence “I am a doctor, and she is a teacher,” the phrases “I am a doctor “ and “she is a teacher“ are independent clauses that could each function as separate sentences.
2. **Coordinating Conjunctions:** Independent clauses in a compound sentence are typically connected by coordinating conjunctions such as “for,” “and,” “nor,” “but,” “or,” “yet,” and “so” (FANBOYS). These conjunctions help to establish the type of relationship between the clauses:
3. **Punctuation:** When using coordinating conjunctions, a comma usually precedes the conjunction. Alternatively, a semicolon can also be used to connect the independent clauses when the relationship is clear and no conjunction is necessary. For example:
 - “For“ provides a reason: “I work hard, for I want to be a rich man.”
 - “And“ links ideas by adding information: “They practiced every day, and they became the winner of the competition.”

- “Nor“ connects two negative ideas: “Sandra does not like dancing, nor does she enjoy singing.”
 - “But“ introduces a contrast or opposition: “I have tried everything, but I failed at the end.”
 - “Or“ presents alternatives or choices: “We can go camping, or we just stay at home.”
 - “Yet“ introduces an unexpected contrast: “John did not have much money, yet he bought those shoes.”
 - “So“ shows a consequence or result: “It was hot inside, so we decided to turn on the air conditioner.”
- a. Using a conjunction: “I will have an exam tomorrow, so I sleep early.”
 - b. Using a semicolon: “I will have an exam tomorrow; I sleep early.”

► Exercise 2

Complete the Compound Sentences.

Instructions:

- Fill in the blanks with an appropriate independent clause that completes each compound sentence.
 - Use a variety of conjunctions (FANBOYS: for, and, nor, but, or, yet, so) to practice different sentence structures.
 - Ensure that the second clause logically connects to the first clause, whether it continues the thought, contrasts it, or shows a cause-and-effect relationship.
1. The sun is shining brightly, _____.
 2. My Friends were excited about the trip, _____.
 3. The market is crowded, _____.
 4. My father tried to fix the car himself, _____.
 5. We want to go to the beach, _____.
 6. She studied hard for the exam, _____.

7. Diana didn't like the horror movie, _____.
8. They were tired after the long hike, _____.
9. My mother forgot to pick me up, _____.
10. Tommy will go out for dinner, _____.

Complex Sentences

A complex sentence is made up of at least one independent clause and one or more dependent (subordinate) clauses. The independent clause expresses a complete idea, while the dependent clause needs the independent clause to make sense. Dependent clauses usually begin with subordinating conjunctions (e.g., "because," "although," "if") or relative pronouns (e.g., "who," "that," "which").

Complex sentences allow for more detailed and nuanced expression. They help convey relationships like cause and effect, contrast, condition, and time. The ability to use complex sentences is often linked with more sophisticated writing and speaking, enhancing communication's depth and precision (Biber et al., 1999). In terms of pragmatics, complex sentences allow speakers to emphasize or downplay certain ideas. For example, subordinating conjunctions like "although" can signal contrast, requiring listeners to interpret the meaning accordingly (Schleppegrell, 2004).

Components:

1. **Independent Clause:** A clause that can function as a complete sentence by itself.
Example: "We went to the market."
2. **Dependent Clause:** A clause that cannot stand alone and depends on the main clause to form a complete thought.
Example: "because we needed to buy some fruits and vegetables."
When combined, they create a complex sentence: "We went to the market because she needed to buy some fruits and vegetables."

Types of Dependent Clauses:

1. **Adverbial Clauses:** These act like adverbs, providing information about when, why, how, or under what conditions something occurs.
 - Example: "She will call you *when* she has enough time."
2. **Relative Clauses:** These function as adjectives, describing a noun or pronoun in the main clause.
 - Example: "The dress *that you gave me* was amazing."
3. **Noun Clauses:** These act like nouns and can be subjects or objects in the sentence.
 - Example: "*What they said* surprised me."

► Exercise 3

For each of the following questions, carefully read the sentences and answer the questions related to complex sentence structures.

Part 1: Identifying and Analyzing Complex Sentences

1. Identify the sentence that is not complex:
 - a. "Because she studied hard, she passed the exam with flying colors."
 - b. "He didn't know what to do after the meeting ended."
 - c. "The book, which was published last year, became a bestseller."
 - d. "I will meet you at the library."
2. In the sentence "If the weather improves, we might have the event outdoors," what role does the dependent clause play?
 - a. It introduces a condition.
 - b. It provides additional information.
 - c. It explains the cause.
 - d. It contrasts two ideas.

3. Which of the following sentences contains a restrictive relative clause?
 - a. "The students who need extra help can attend the tutoring session."
 - b. "I met his brother, who is a professional photographer."
 - c. "The concert, which was sold out, was amazing."
 - d. "Although the team was tired, they kept playing."
4. In the sentence "Whenever he travels, he brings back souvenirs," what would happen if the dependent clause were removed?
 - a. The sentence would lose its time-related context.
 - b. The sentence would remain unchanged.
 - c. The sentence would change its meaning completely.
 - d. The sentence would become a compound sentence.

Part 2: Constructing Complex Sentences

5. Transform the following sentence into a complex sentence by adding a dependent clause that indicates why the action took place:
"She left the party early."
6. Combine the following sentences into one complex sentence using a non-restrictive relative clause:
"The museum was closed for renovations."
"It is located in the city center."
7. Create a complex sentence using the subordinating conjunction "unless," and include a non-restrictive relative clause.
8. Rewrite the following compound sentence as a complex sentence by changing one of the independent clauses into a dependent clause:
"She enjoys reading, and she often visits the library."

9. Construct a complex sentence that uses both a restrictive relative clause and a subordinating conjunction.
10. Rearrange the following sentence to place the dependent clause at the beginning, and explain how this affects the emphasis of the sentence:

"The teacher was impressed because the students completed their project early."

Compound-complex Sentences

A compound-complex sentence includes at least two independent clauses and one or more dependent clauses. It combines the characteristics of compound sentences (multiple independent clauses) and complex sentences (dependent and independent clauses), allowing for the expression of multiple ideas and relationships.

- **Independent clauses** express complete thoughts and can stand alone.
- **Dependent clauses** rely on the independent clause to make sense.

For example:

- "Although it was raining (dependent clause), we went to campus (independent clause), and we discussed the assignment (independent clause)."

A compound-complex sentence is formed with two or more independent clauses, joined by a coordinating conjunction (like "and," "but," "or") or a semicolon, and at least one dependent clause, which is introduced by a subordinating conjunction (such as "because," "although," "since").

Basic Formula:

Independent Clause 1 + Coordinating Conjunction + Independent Clause 2 + Dependent Clause(s).

For example:

- "We went to the market because she needed to buy some fruits and vegetables (dependent clause), and we bought meat (independent clause)."

Components:

1. **Independent Clause:** A sentence that can stand alone. Example: "He enjoys swimming."
2. **Dependent Clause:** Adds extra information but cannot stand on its own. Example: "because it helps him stay healthy."
3. **Coordinating Conjunctions:** Words like "and," "but," or "or" that connect independent clauses. Example: "He enjoys swimming, *and* he loves running."
4. **Subordinating Conjunctions:** Words that introduce dependent clauses and show the relationship between ideas (e.g., "because," "although"). Example: "He enjoys swimming *because* it helps him stay healthy."

Types of Dependent Clauses in Compound-Complex Sentences:

1. **Adverbial Clauses:** Explain when, why, how, or under what conditions something happens. Example: "Even though it was late at night, we continued working, and we finished the task."
2. **Relative Clauses:** Modify a noun or pronoun in one of the independent clauses. Example: "I met the author who inspired me, and I asked for her autograph."
3. **Noun Clauses:** Act as the subject or object in the independent clauses. Example: "What he decided surprised everyone, but he stuck to her choice."

Compound-complex sentences help express more detailed and nuanced ideas by showing relationships like contrast, cause and effect, or sequence. This structure is useful for connecting multiple ideas in

a more sophisticated way, making communication richer and more complex (Biber et al., 1999).

Examples of Use:

- **Contrast:** "Even though it is raining, we go for a walk, and we enjoy it."
- **Cause and Effect:** "Because he studied hard, he passed the exam, and he got a promotion."

► Exercise 4

Case Study on Compound-Complex Sentences

Instructions:

1. Analyze the Provided Sentences:
 - For each sentence below, identify the independent and dependent clauses.
 - Explain the role of each clause and how they connect using coordinating and subordinating conjunctions.
2. Construct Your Own Sentences:
 - Create compound-complex sentences based on the case study context.
 - Use coordinating conjunctions ("and," "but," "or," "nor," "for," "so," "yet") and subordinating conjunctions ("because," "although," "since," "if") to connect clauses.
3. Provide Explanations:
 - For each sentence you analyze or construct, explain how the structure helps convey the complexity of the decision-making process.

Case Study Context:

A non-profit organization is evaluating whether to expand its community outreach programs to new regions. The organization must consider the potential benefits of reaching more people, the financial implications of expansion, and the impact on its existing programs. While some board members are enthusiastic about the potential to help more communities,

others are worried about the costs and the strain on current resources. The organization's leadership needs to weigh these perspectives carefully to make a well-informed decision.

Part 1: Identifying and Analyzing Compound-Complex Sentences

1. **Which of the following sentences is a compound-complex sentence?**
 - a. "The organization is considering expansion, and it is assessing the costs."
 - b. "Although the benefits could be significant, the financial risks are considerable, and the board is divided on the decision."
 - c. "The outreach programs are successful."
 - d. "The leadership team will meet next week."
2. **Identify the dependent clauses in the following sentence:**

"If the expansion is approved, and the funding is secured, the organization will start planning the new programs."
3. **Which sentence combines both a compound sentence and a complex sentence?**
 - a. "The organization must consider the benefits of expansion, but it also needs to address the financial risks, since the current resources are limited."
 - b. "The board is divided, so the decision will be postponed."
 - c. "The new programs are needed, and they could make a significant impact."
 - d. "Although the expansion could benefit many communities, it might stretch the organization's resources too thin."
4. **Explain how the following sentence functions as a compound-complex sentence:**

"Since the potential benefits are high, and the financial risks are manageable, the leadership team is considering the expansion, although they are still debating the impact on current programs."

Part 2: Constructing Compound-Complex Sentences

5. **Combine these two sentences into a compound-complex sentence:**

"The organization has successfully implemented its current programs."

"It is now considering expanding to new regions, but the board is concerned about the costs and resource allocation."

6. **Rewrite the following simple sentences into a compound-complex sentence using appropriate conjunctions and clauses:**

"The non-profit has received positive feedback from the community."

"The leadership team needs to secure additional funding."

"The expansion could help more people."

7. **Create a compound-complex sentence that includes a dependent clause introducing a contrast and another clause providing a result.**

8. **Combine the following sentences into a single compound-complex sentence:**

"The expansion could enhance the organization's impact."

"The leadership is also concerned about overextending resources."

"The board members are debating the best course of action."

9. **Construct a compound-complex sentence using both a reason and a condition related to the case study.**

10. **Rewrite the following compound sentence as a compound-complex sentence by adding a dependent clause that explains a reason or condition:**

"The organization is planning to expand its programs, and it is preparing a detailed budget."

► Exercise 5

Translate Compound-Complex Sentences Containing Cultural and Technical Terms.

Instructions:

1. Translate each compound-complex sentence from English to Indonesian.
 2. Ensure that you preserve the original sentence type and maintain the accuracy of meaning and grammatical structure.
 3. Pay attention to cultural nuances, technical jargon, idioms, and collocations to ensure the translation reflects the complexities of the original sentences.
-

Part 1: Cultural and Technical Terms

1. Translate the following compound-complex sentence:
"Since the organization implemented a cutting-edge AI-driven analytics system, and it has integrated it with the existing CRM, the team has seen a significant boost in data accuracy, although there are still some integration challenges."
2. Translate this sentence focusing on cultural and technical accuracy:
"Although the new policy was designed to streamline operations, and it aligns with global best practices, many employees are struggling to adapt due to the significant shift in their daily workflows."
3. Translate the following sentence with attention to technical terms and idiomatic expressions:
"Because the tech startup secured venture capital funding, and it is scaling its operations rapidly, it faces challenges in maintaining its core values, although the potential for market disruption is high."

4. Translate the compound-complex sentence incorporating technical and cultural context:

"Since the software update was rolled out, and it introduced several new features, users have reported improved performance, yet the customer support team is overwhelmed with inquiries about the new functionalities."

5. Translate this sentence, preserving idiomatic and technical expressions:

"While the research project is on track to meet its milestones, and the team has successfully implemented several innovative solutions, they still need to address the feedback from the peer review panel."

Part 2: Idioms and Collocations

6. Translate the following compound-complex sentence, focusing on idioms and collocations:

"Although the company's new marketing strategy is hitting all the right notes, and it has already started to generate buzz, there is concern about whether it can sustain this momentum in the long run."

7. Translate this sentence while paying attention to idiomatic language and cultural context:

"Since the merger was finalized, and the teams have been working together seamlessly, there have been a few bumps along the road, but the overall synergy has been beneficial for both parties."

8. Translate the following compound-complex sentence, ensuring idiomatic expressions are accurately conveyed:

"Although the project manager has hit the ground running with the new initiative, and the team is excited about the prospects, the tight deadlines are putting everyone under a lot of pressure."

9. Translate this sentence, maintaining the collocations and technical terms:

"Because the company has embraced a green technology initiative, and it has started to see reductions in operational costs, the next step is to scale up these practices across all divisions, despite some resistance from traditionalists."

10. Translate the following sentence, focusing on cultural nuances and technical jargon:

"Since the launch of the new digital platform, and the integration with social media channels, user engagement metrics have soared, although the IT department is still troubleshooting some backend issues."

C. Types of Conjunctions

Conjunctions are words used to connect words, phrases, or clauses within a sentence. They are crucial in both writing and speech because they enable the formation of more complex sentence structures, helping to express relationships such as addition, contrast, cause, and time. Conjunctions enhance the flow of ideas and prevent sentences from sounding fragmented.

Categories of Conjunctions:

Conjunctions are generally classified into three types: **coordinating**, **subordinating**, and **correlative**. Each category plays a distinct role in linking ideas.

1. Coordinating Conjunctions

These conjunctions connect two or more elements of equal grammatical weight, such as independent clauses or single words. They maintain balance in meaning and structure.

Common Coordinating Conjunctions: "and," "but," "or," "nor," "for," "so," "yet."

Examples:

- "I enjoy reading, *and* I love writing."
- "It was raining, *but* we went for a walk."

Functions:

- **Addition:** "and" (e.g., "I like bananas *and* mangoes.")
- **Contrast:** "but" and "yet" (e.g., "She is wealthy, *but* she is not happy.")
- **Cause and Effect:** "so" (e.g., "I studied hard, *so* I passed.")
- **Choice:** "or" (e.g., "Do you prefer coffee *or* milk?")
- **Negative Addition:** "nor" (e.g., "We don't smoke, *nor* do we drink.")

2. Subordinating Conjunctions

Subordinating conjunctions link a dependent clause to an independent clause. The dependent clause introduced by the conjunction cannot stand on its own and depends on the independent clause to make sense.

Common Subordinating Conjunctions: "because," "although," "since," "if," "when," "after," "while," "until," "unless."

Examples:

- "She went to bed early *because* she was tired."
- "*Although* it was cold, they decided to swim."

Functions:

- **Cause:** "because," "since" (e.g., "He left early *because* he was sick.")
- **Time:** "when," "after," "before" (e.g., "We will leave *after* the meeting.")
- **Condition:** "if," "unless" (e.g., "You can come *if* you finish your work.")
- **Contrast:** "although," "though" (e.g., "She stayed calm, *although* she was angry.")

- **Purpose:** "so that" (e.g., "He saved money *so that* he could buy a car.")

3. **Correlative Conjunctions**

Correlative conjunctions come in pairs and are used to join words, phrases, or clauses that are grammatically equal. These pairs emphasize the relationship between the connected elements and create sentence balance.

Common Correlative Conjunctions: "either...or," "neither...nor," "both...and," "not only...but also," "whether...or."

Examples:

- "*Either* you study hard *or* you will fail."
- "*Both* the teacher *and* the students enjoyed the lesson."

Functions:

- **Alternatives:** "either...or" (e.g., "*Either* you go now *or* you will miss the bus.")
- **Negative Choices:** "neither...nor" (e.g., "*Neither* the manager *nor* the employees knew about the issue.")
- **Emphasis:** "not only...but also" (e.g., "She is *not only* smart *but also* hardworking.")

Functions of Conjunctions:

Conjunctions are vital in clarifying relationships between ideas, ensuring the smooth flow of writing, and avoiding redundancy. Their key functions include:

- **Linking clauses:** Coordinating conjunctions connect independent clauses, while subordinating conjunctions join dependent clauses to independent ones.
- **Signaling relationships:** Subordinating conjunctions highlight logical relationships such as cause, contrast, and time.
- **Emphasizing alternatives or balance:** Correlative conjunctions reinforce paired ideas or provide alternatives.

In cognitive linguistics, conjunctions help speakers organize thoughts and create coherence between ideas. They aid in structuring discourse by indicating relationships between clauses, guiding readers or listeners through complex reasoning (Fauconnier & Turner, 2002). In terms of pragmatics, conjunctions enhance clarity by highlighting how different actions, reasons, or outcomes are connected (Halliday & Matthiessen, 2014). The use of conjunctions reflects the speaker's intent, whether to show cause, contrast, or explanation. For example, using "because" shows causality, while "although" introduces contrast, requiring the listener to interpret the ideas more subtly. Besides, understanding conjunctions also helps us read more critically, allowing us to follow the logical connections in a text. Sentence combining and completion exercises are useful methods for reinforcing conjunction use (Celce-Murcia & Larsen-Freeman, 1999).

► Exercise 6

Complete the Sentences with Correct Conjunctions

Instructions: Fill in the blanks in the given sentences using the appropriate conjunction from the options provided. Then, rewrite the sentences by inserting the correct conjunctions where needed to enhance coherence and meaning.

Part 1: Fill in the Blanks

1. "Although the team had prepared thoroughly for the presentation, ____ the client was not impressed with their proposal."
(Options: yet, because, so)
2. "The company has expanded its operations globally, ____ it still faces challenges in maintaining quality control."
(Options: and, but, or)
3. "Neither the project manager ____ the team members were aware of the significant deadline change."
(Options: nor, or, but)

4. "She was determined to succeed, ____ she had encountered numerous obstacles along the way."
(Options: even though, therefore, since)
5. "The new software was highly recommended by experts; ____, the implementation process has been more complicated than anticipated."
(Options: consequently, however, because)
6. "We can either take the train, ____ we can drive to the meeting."
(Options: nor, or, and)
7. "The team was exhausted after the long meeting, ____ they still managed to finish the project on time."
(Options: yet, so, because)
8. "She is an excellent communicator, ____ she needs to improve her time management skills."
(Options: but, and, or)
9. "The project was delayed, ____ the team worked overtime to catch up."
(Options: yet, because, so)
10. "He was promoted to manager, ____ he had demonstrated exceptional leadership skills."
(Options: although, since, so)
11. "Not only did she complete the project ahead of schedule, ____ she also exceeded the quality expectations."
(Options: but, nor, and)
12. "The CEO gave a powerful speech, ____ the employees felt inspired to work harder."
(Options: and, or, because)
13. "She wanted to attend the conference, ____ she had a prior commitment."
(Options: but, so, because)

14. "He will either join the marketing team, ____ he will continue working in sales."
(Options: and, or, nor)
15. "They planned to launch the new product by the end of the quarter, ____ the production issues caused a delay."
(Options: but, so, because)
16. "The report is due tomorrow, ____ we need to finish it today."
(Options: so, and, but)
17. "The seminar was informative, ____ it covered several new techniques."
(Options: and, yet, but)
18. "She was tired, ____ she continued working late into the night."
(Options: so, yet, because)
19. "The board members reviewed the budget proposal carefully, ____ they still had some questions."
(Options: but, so, because)
20. "He decided to stay home, ____ it was raining heavily."
(Options: since, but, because)

Part 2: Rewrite the Sentences

1. **Original:** "If the proposal is approved, the company will initiate the project, but it will require additional resources to complete it on time."
Rewrite: "Either the proposal will be approved, ____ the company will not be able to initiate the project without additional resources."
2. **Original:** "She was late to the meeting because she missed the bus, and she had to wait for the next one."
Rewrite: "She was late to the meeting because she missed the bus; ____, she had to wait for the next one."
3. **Original:** "Despite the fact that the team worked hard, they did not meet the deadline, and they were required to explain the delay."

Rewrite: "Although the team worked hard, they did not meet the deadline, so they were required to explain the delay."

4. **Original:** "The proposal, which was submitted last week, has not yet been reviewed, although it is crucial for the upcoming project."

Rewrite: "The proposal has not yet been reviewed; ____, it is crucial for the upcoming project."

5. **Original:** "She is both a brilliant strategist and a talented leader, which makes her an invaluable asset to the team."

Rewrite: "She is not only a brilliant strategist ____ a talented leader, which makes her an invaluable asset to the team."

D. Dealing with Ambiguity in Complex Sentences

Ambiguity in complex sentences occurs when a sentence can be understood in more than one way due to its structure, wording, or the relationship between its clauses. Complex sentences consist of at least one independent clause and one or more dependent clauses. Their complexity can sometimes lead to confusion or multiple interpretations. Addressing ambiguity is crucial for clear and effective communication in both speech and writing.

Types of Ambiguity in Complex Sentences:

Ambiguity in complex sentences generally falls into two primary categories: syntactic ambiguity and semantic ambiguity.

1. **Syntactic Ambiguity:** This type of ambiguity arises when the structure of a sentence allows for more than one interpretation. The arrangement of words or clauses creates uncertainty about what part of the sentence is being modified or how different elements relate to each other. Example:

"She saw the man with the glasses."

This could mean:

- a. She used glasses to see the man.
 - b. The man had glasses.
2. **Semantic Ambiguity:** Semantic ambiguity occurs when a word or phrase has more than one meaning, leading to different interpretations depending on how the word is understood. Example:

"The lecturer told the student that he was brilliant."

This could mean:

- a. The lecturer said the student was brilliant.
- b. The lecturer said he himself was brilliant.

Common Sources of Ambiguity in Complex Sentences:

1. **Relative Clauses:** Clauses introduced by words like "who," "which," or "that" can sometimes be unclear about which part of the sentence they modify.

Example: "The woman saw the cat that was meowing near the house." Does "near the house" refer to the woman or the cat?

2. **Pronoun Reference:** Ambiguous use of pronouns can lead to confusion about what or whom the pronoun refers to.

Example: "When Tomy saw Paul, he was excited." Was Tomy or Paul excited?

3. **Dangling Modifiers:** A modifier that isn't clearly linked to a specific subject or object can cause ambiguity.

Example: "Walking down the street, the buildings looked amazing." This implies that the buildings were walking.

4. **Subordinating Conjunctions:** Conjunctions like "because," "although," and "since" can lead to ambiguity when it's unclear which clause they modify.

Example: "He didn't attend the meeting because he was sick." This could mean:

- a. He didn't attend due to his illness.
- b. He attended, but not for the reason of being sick.

Strategies to Eliminate Ambiguity in Complex Sentences:

1. **Clarifying Relative Clauses:** Place relative clauses close to the noun or phrase they modify to avoid confusion. This helps the reader clearly understand the relationship between the clause and the noun. Example (Before): "He bought a book for his friend which was expensive." Revised: "He bought an expensive book for his friend."
2. **Ensuring Pronoun Clarity:** Use specific nouns instead of pronouns when the reference could be unclear. Example (Before): "After Mary talked to Jane, she went to the office." Revised: "After Mary talked to Jane, Mary went to the office."
3. **Avoiding Dangling Modifiers:** Make sure that modifying phrases are clearly linked to the correct subject of the sentence. Example (Before): "Running quickly, the finish line seemed close." Revised: "Running quickly, he saw that the finish line was close."
4. **Clarifying Subordinating Conjunctions:** Rephrasing or rearranging the sentence can help make the meaning of subordinating conjunctions clearer. Example (Before): "He didn't attend the meeting because he was sick." Revised: "Because he was sick, he didn't attend the meeting."
5. **Using Punctuation to Clarify Meaning:** Proper punctuation, such as commas and dashes, can help resolve ambiguity by making the sentence structure clearer. For example, commas can separate non-essential clauses, making the sentence easier to understand. Example: "My sister, who lives in New York, is visiting tomorrow." The commas clarify that the fact that the sister lives in New York is additional, non-essential information.

From a cognitive perspective, resolving ambiguity requires readers or listeners to process information at a higher level, as they must evaluate

multiple possible meanings. This extra effort can result in confusion or misinterpretation (Frazier & Clifton, 1996). Readers often rely on context and prior knowledge to clarify ambiguous sentences, but when such cues are lacking, communication can break down.

Context plays a critical role in resolving ambiguity. The meaning of a complex sentence often depends on the surrounding context or the specific situation in which it is used (Levinson, 2000). Pragmatic knowledge, such as shared understanding or common experiences between the speaker and listener, also helps resolve ambiguous meanings. For instance, in the sentence "She promised to call her friend when she got home," the ambiguity of who is getting home (the speaker or the friend) might be resolved based on prior information or shared context between the speaker and listener.

Recognizing and resolving ambiguity is essential for developing strong reading and writing skills. We can resolve it by analyzing sentence structures, identifying sources of ambiguity, and practicing revising sentences for clarity. Activities like sentence diagramming, where we visually break down the components of a complex sentence, or peer reviews, where we critique each other's work for clarity, are effective in helping us learn to avoid ambiguity (Celce-Murcia & Larsen-Freeman, 1999).

► **Exercise 7**

Identify and resolve ambiguity in complex sentences by analyzing the context and rewriting each sentence for clarity.

Instructions:

1. Read the case study and the ambiguous sentences carefully.
2. Identify the source of ambiguity in each sentence.
3. Rewrite the sentences to remove ambiguity and clarify the intended meaning.

Case Study 1: Business Expansion

Context: A company is expanding its operations to new markets and implementing a new employee benefits program.

1. "If the company meets its expansion goals, the new benefits program will be introduced, and the staff will be excited about it."
2. "The marketing team will launch the campaign next week, and the project manager will review it to ensure it aligns with the company's goals."
3. "Neither the HR department nor the finance team has finalized the details, which could delay the benefits program rollout."

Case Study 2: Legal Dispute

Context: A law firm is handling a complex legal case involving multiple parties and differing legal arguments.

4. "The attorney argued that the evidence was insufficient to prove the defendant's guilt, although the prosecutor presented several witnesses."
5. "If the judge rules in favor of the plaintiff, the defendant will have to pay damages, which could be significant depending on the case outcome."
6. "The defendant's attorney claims that the evidence is circumstantial, but the prosecution believes it is strong enough to warrant a conviction."

Case Study 3: Academic Research

Context: A research team is conducting a study on the effects of a new teaching method and preparing a report on their findings.

7. "The researchers concluded that the new teaching method improved student engagement, although they did not observe a significant increase in test scores."

8. "The study found that the method was effective in small groups or individual settings, which might not be the case in larger classroom environments."
9. "If the preliminary results are promising, the team will publish their findings, and they will continue to monitor the long-term effects of the method."

Case Study 4: Healthcare Management

Context: A healthcare organization is implementing a new patient care program and reviewing its impact on patient satisfaction and outcomes.

10. "The new patient care program has been well-received by patients, but the impact on overall health outcomes is still being evaluated, and adjustments may be needed."

E. Sentence Flow and Naturalness in Translation

Effective translation requires attention to **sentence flow** and **naturalness**. Sentence flow involves ensuring that ideas progress smoothly and logically, while naturalness ensures that the translation feels authentic and culturally appropriate in the target language.

1. Sentence Flow

Sentence flow pertains to how smoothly and logically sentences and ideas progress within a text. It is crucial for readability and coherence. This flow includes;

- **Logical Sequencing:** Sentences should be arranged so that each idea naturally leads to the next, helping to maintain clarity and structure (Newmark, 1988).
- **Transitional Elements:** Using transitional words and phrases helps connect ideas and ensures a seamless flow throughout the text (Newmark, 1988).

- **Consistency in Tone and Style:** Keeping a consistent tone and style throughout the text enhances coherence and readability (Newmark, 1988).

Good sentence flow allows readers to easily follow and understand the text. Proper organization and transitions are essential for creating a coherent and readable translation (Newmark, 1988).

2. *Naturalness*

Naturalness in translation involves making sure that the translated text aligns with the idiomatic and cultural norms of the target language. Its components can be;

- **Idiomatic Expressions:** Incorporating idiomatic expressions that are natural in the target language, rather than direct translations, helps the text sound more authentic (Nida & Taber, 1969).
- **Cultural Sensitivity:** Adapting the translation to fit cultural contexts ensures that the text resonates with the target audience (Nida & Taber, 1969).
- **Target Language Norms:** Following the grammatical and stylistic conventions of the target language ensures that the text reads fluently and naturally (Venuti, 2017).

Achieving naturalness means making the translation feel native to speakers of the target language. This involves using idiomatic expressions appropriately and adapting to cultural contexts (Nida & Taber, 1969; Venuti, 2017).

3. *Integrating Sentence Flow and Naturalness*

Integrating sentence flow and naturalness involves ensuring that the translation is both coherent and culturally appropriate, creating a text that reads smoothly and resonates with the target audience.

- **Contextual Adaptation:** Modify the translation to fit its context and purpose while ensuring both logical flow and naturalness (Munday, 2016).
- **Feedback and Revision:** Utilize feedback from native speakers or experienced translators to refine both flow and naturalness (Munday, 2016).
- **Iterative Improvement:** Engage in multiple revisions to enhance the coherence and authenticity of the translation (Munday, 2016).

Balancing sentence flow with naturalness involves making sure the translation is both structurally coherent and culturally fitting. Continuous revision and feedback are crucial for achieving high-quality translations that meet both coherence and idiomatic standards (Munday, 2016). Mastering sentence flow and naturalness is crucial for producing effective translations that are both coherent and culturally relevant. By focusing on logical progression, idiomatic usage, and cultural adaptation, translators can create texts that are smooth and authentic.

► Exercise 8

Translate the Texts by Considering the Cultural Terms, Technical Terms, Collocations, and Idioms.

Instructions:

1. Translate each text into Indonesian, focusing on maintaining natural sentence flow and coherence.
2. Revise the translations to ensure they are smooth and culturally appropriate.
3. Write a brief explanation of any significant translation choices made to enhance naturalness and sentence flow.

Text 1: Corporate Annual Report

Original: "The annual report highlights the company's growth over the past fiscal year, showcasing a 15% increase in net revenue and a significant expansion into new international markets. While these achievements are worthy of a thumbs-up, the report also addresses the challenges faced, including supply chain disruptions and fluctuating currency rates. The management team outlines strategic initiatives to address these issues and ensure sustained growth."

Translation Task: Translate the excerpt into Indonesian, incorporating culturally relevant business idioms and collocations while preserving the professional tone and logical flow of the report.

Text 2: Scientific Research Findings

Original: "The experiment demonstrated that the new drug significantly improved patient outcomes, with a marked reduction in symptoms observed over a six-month period. However, the study also revealed potential side effects that warrant further investigation. The research team recommends conducting larger trials to confirm these findings and assess long-term safety."

Translation Task: Translate the findings into Indonesian, maintaining the precise and formal tone of scientific communication, and incorporate appropriate technical terms and scientific collocations.

Text 3: Human Resources Policy Document

Original: "The updated HR policy includes new guidelines for remote work arrangements, emphasizing flexibility while ensuring productivity. Employees are required to submit weekly reports detailing their activities, and managers must conduct bi-weekly check-ins to support and evaluate performance. These measures are designed to balance work-life integration with organizational goals."

Translation Task: Translate the policy document into Indonesian, ensuring the use of culturally adapted HR terms, and idiomatic expressions that convey clarity and the formal nature of the guidelines.

Text 4: Financial Analysis Report

Original: "An analysis of the company's financial statements reveals a strong balance sheet with significant liquidity reserves. Despite this, there are concerns about rising operational costs and declining profit margins. The report suggests implementing cost-control measures and exploring new revenue streams to enhance financial stability."

Translation Task: Translate the financial analysis into Indonesian, ensuring that the technical details are clearly presented using appropriate financial terminology and that the recommendations are conveyed with culturally relevant collocations.

Text 5: Public Relations Statement

Original: "In response to recent media inquiries, the company has issued a statement reaffirming its commitment to ethical practices and transparency. The statement addresses concerns raised about environmental impact and outlines steps taken to improve sustainability. The company remains dedicated to maintaining open communication with stakeholders and ensuring responsible operations."

Translation Task: Translate the PR statement into Indonesian, focusing on preserving the company's professional image using culturally relevant idioms and ensuring clarity of communication.

Text 6: Educational Curriculum Description

Original: "The new curriculum introduces a multidisciplinary approach to learning, integrating subjects such as science, technology, and the arts into a cohesive educational experience. The goal is to foster critical thinking and creativity among students while preparing

them for a rapidly evolving job market. Detailed lesson plans and assessment criteria are provided to guide educators in implementing these changes."

Translation Task: Translate the curriculum description into Indonesian, ensuring the educational objectives are clearly conveyed using culturally relevant educational terms and idioms that resonate with the local context.

Text 7: Healthcare Patient Information

Original: "Patients undergoing the new treatment protocol should expect a gradual improvement in their condition. The protocol involves a combination of medication and lifestyle adjustments, with regular follow-up appointments to monitor progress. Patients are advised to report any adverse effects promptly and adhere strictly to the prescribed regimen to achieve optimal results."

Translation Task: Translate the patient information into Indonesian, ensuring that medical instructions are clear and easy to understand using culturally appropriate medical terms and expressions.

Text 8: Technology Product Specification

Original: "The latest model of our smart device features an enhanced processor and extended battery life, offering improved performance and usability. It includes advanced security features such as biometric authentication and encrypted data storage. The device is designed to integrate seamlessly with other smart home products, providing a comprehensive and intuitive user experience."

Translation Task:

Translate the product specifications into Indonesian, ensuring technical accuracy and maintaining the promotional tone using culturally relevant technology terms and collocations.

Text 9: Environmental Impact Report

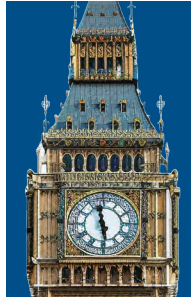
Original: "The environmental impact report assesses the effects of recent industrial activities on local ecosystems. It includes data on pollution levels, habitat disruption, and long-term ecological changes. Recommendations for mitigating negative impacts include adopting cleaner technologies and implementing conservation practices to protect biodiversity."

Translation Task: Translate the environmental impact report into Indonesian, focusing on accurately representing environmental data and recommendations using culturally relevant environmental terms and idiomatic expressions.

Text 10: Fictional Novel Excerpt

Original: "As the sun set over the quiet village, he wandered through the cobblestone streets, reflecting on the events of the day. The tranquil evening was interrupted by the distant sound of music, drawing him toward the town square where a festival was underway. The vibrant colors and lively atmosphere provided a stark contrast to his somber mood."

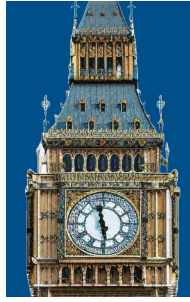
Translation Task: Translate the novel excerpt into Indonesian, capturing the descriptive and narrative style while using culturally relevant idioms and expressions to maintain the mood and atmosphere of the original text.



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ANSWER KEY

UNIT 1

Exercise 1

No.	Questions	Answers
1	What is the definition of macrotranslation and microtranslation?	Macrotranslation involves translating more significant, complex texts like books, legal documents, or scholarly articles. Microtranslation focuses on smaller units of text like words, phrases, or short sentences.
2	According to Nida and Taber, what are the two main focuses of translation?	Macrotranslation involves translating more significant, complex texts like books, legal documents, or scholarly articles. Microtranslation focuses on smaller units of text like words, phrases, or short sentences.
3	As mentioned in the text, which fields can benefit from translation?	The two main focuses are meaning and style.
4	Why is microtranslation considered more challenging than macrotranslation?	Microtranslation is more challenging because it requires precise decisions about individual words or short phrases, mainly when no direct equivalents exist between languages.

Exercise 2

No.	Questions	Explanation
1	Source Text: <i>"It was a bright, cold day in April, and the clocks were striking thirteen."</i> Target Text: "Hari itu adalah hari yang cerah dan dingin di bulan April, dan jam-jam menunjukkan pukul tiga belas."	• Analyze the translation process: Based on Nida and Taber's model, identify the steps used in the example. Discuss whether the translator followed the three translation stages as per Nida and Taber's theory: analysis, transfer, and restructuring. • Identify formal and dynamic equivalence: Determine which elements of the translation retain formal equivalence (the structure and form of the source language) and which parts achieve dynamic equivalence (meaningful communication in the receptor language). • Evaluate translation choices: Discuss the choices made in the translation, such as translating <i>"clocks were striking thirteen"</i> to <i>"jam-jam menunjukkan pukul tiga belas."</i> Consider why the translator may have chosen to keep or adapt specific words and how these choices affect the meaning or impact of the text.

2	Source Text: <i>"The little girl whispered to her mother, 'I'm scared of the dark.'"</i> Target Text: "Gadis kecil itu berbisik kepada ibunya, 'Aku takut pada kegelapan.'"	• Analyze the translation process: Discuss how the phrase "I'm scared of the dark" was transferred into "Aku takut pada kegelapan." Was the focus on formal equivalence or dynamic equivalence? • Evaluate cultural implications: How might the notion of fear of darkness differ between the source and receptor cultures? Did the translator take this into account?
3	Source Text: <i>"She took a deep breath and decided to face her fears."</i> Target Text: "Dia menarik napas panjang dan memutuskan untuk menghadapi rasa takutnya."	• Analysis of restructuring: Discuss how the translator restructured the source sentence into Indonesian while maintaining its meaning. • Discuss linguistic nuances: How does the translation handle idiomatic expressions like "took a deep breath" and "facing fears"? Did the translator lean towards dynamic equivalence to convey the same effect?

Exercise 3

No	Questions	Explanations
1	You lied to me, and I thought you were my friend.	In the sentence "You lied to me, and I thought you were my friend," the word "<i>and</i>" serve to connect two related clauses. "<i>and</i>" is usually translated as "<i>dan</i>" in Indonesian, which maintains a straightforward, additive relationship between the two clauses. However, depending on the context and the nuance you want to convey,

		"<i>padahal</i>" could be used instead of "<i>dan</i>." Here's the explanation: - Using "<i>dan</i>": Translation: "<i>Kamu bohong kepadaku, dan kukira kamu temanku.</i>" Explanation: The use of "<i>dan</i>" here simply connects the two clauses directly, indicating that the second clause is an additional statement related to the first. This is a common and literal translation. - Using "<i>padahal</i>": Translation: "<i>Kamu bohong kepadaku, padahal kukira kamu temanku.</i>" Explanation: The word "<i>padahal</i>" adds a stronger sense of contrast or contradiction. It highlights the discrepancy between the reality (the lie) and the initial expectation or belief (thinking someone was a friend). This translation emphasizes a deeper sense of surprise or disappointment.
2	I really don't understand.	<i>Aku tidak paham.</i> Explanation: This sentence expresses confusion or a lack of understanding. In Indonesian, "<i>aku tidak paham</i>" directly translates to "I don't understand." The simplicity of this sentence carries the same meaning across both languages.

		Potential Mistake: Students might mistakenly add extra elements to the translation, such as "<i>aku benar-benar tidak paham</i>," which would emphasize confusion more strongly. However, it could deviate from the original sentence's more neutral tone.
3	Why didn't you come to the meeting yesterday? (context)	<i>Kenapa kamu tidak datang rapat kemarin?</i> - Explanation: The context here is questioning why someone didn't attend an event in the past. In Indonesian, "<i>kenapa kamu tidak datang rapat kemarin?</i>" is a direct translation that captures the original meaning. - Potential Mistake: A student might mistakenly use an incorrect verb tense or word choice. For example, using "<i>mengapa</i>" instead of "<i>kenapa</i>" changes the level of formality. "<i>Mengapa</i>" is more formal, while "<i>kenapa</i>" is more casual and fits the conversational tone of the original English. Moreover, the use of "you" should definitely refer to the context of the use, whether formal or informal. Students also need to consider choosing "<i>Anda</i>" for formal situations or "<i>Kau/ kamu</i>" for informal situations.

4	That dress is pretty . (context)	Gaun itu cantik. - Explanation: This is a straightforward descriptive sentence. The translation to "<i>Gaun itu cantik</i>" is accurate because "<i>cantik</i>" is commonly used to describe objects or people that are aesthetically pleasing. - Potential Mistake: A student might confuse the word "<i>cantik</i>," which is mainly used for describing people and things related to beauty. In some regional dialects or certain formal contexts, other words like "<i>indah</i>" (beautiful) might be preferred, though "<i>cantik</i>" is more idiomatic here.
5	He is my brother . (lost and gain)	Dia kakakku. - Explanation: The sentence implies a familial relationship, which translates well as "<i>dia kakakku</i>" in Indonesian. However, in Indonesian culture, there's an emphasis on specifying whether a sibling is older or younger. "<i>Kakak</i>" refers to an older sibling, while "<i>adik</i>" refers to a younger sibling. - Potential Mistake: A student might mistakenly translate "brother" without clarifying whether the sibling is older or younger, which could be culturally important in Indonesia. They might translate "<i>he is my brother</i>" as "<i>dia saudaraku</i>"

		(he is my sibling), but this would lose the specific age-related context embedded in the word "<i>kakak</i>." Moreover, the word brother also lost its original meaning related to gender identity if it's translated to "<i>kakak</i>". To avoid losing the initial meaning, the translator should translate brother into <i>saudara laki-laki</i>.
6	Will you marry me? (POV – cultural things)	<i>Maukah kau menikahiku?</i> • Explanation: This question is culturally significant, as proposals vary widely across cultures. In English, the phrase "Will you marry me?" is a direct question used in romantic proposals. The Indonesian translation "<i>Maukah kau menikahiku?</i>" conveys the same intent and is typically used in formal proposals or significant moments. • Potential Mistake: A student might misinterpret the cultural context and use a phrase that sounds too casual or lacks the weight of a marriage proposal. For example, using "<i>Apakah kamu mau menikah denganku?</i>" might be grammatically correct but less natural or emotional, depending on the setting. Furthermore, the translator should also use the perspective of whether the speaker is a male or female. In some cultures, it is not acceptable when a girl proposes her boyfriend.

Exercise 4

No	Questions	Explanations
1	You lied to me, and I thought you were my friend.	In the sentence “You lied to me, and I thought you were my friend,” the word “<i>and</i>” serve to connect two related clauses. “<i>and</i>” is usually translated as “<i>dan</i>” in Indonesian, which maintains a straightforward, additive relationship between the two clauses. However, depending on the context and the nuance you want to convey, “<i>padahal</i>” could be used instead of “<i>dan</i>.” Here’s the explanation: - Using “<i>dan</i>”: Translation: “<i>Kamu bohong kepadaku, dan kukira kamu temanku.</i>” Explanation: The use of “<i>dan</i>” here simply connects the two clauses directly, indicating that the second clause is an additional statement related to the first. This is a common and literal translation. - Using “<i>padahal</i>”: Translation: “<i>Kamu bohong kepadaku, padahal kukira kamu temanku.</i>” Explanation: The word “<i>padahal</i>” adds a stronger sense of contrast or contradiction. It highlights the discrepancy between the reality (the lie) and the initial expectation or belief (thinking someone was a friend)

		This translation emphasizes a deeper sense of surprise or disappointment.
2	I really don't understand.	<i>Aku tidak paham.</i> • Explanation: This sentence expresses confusion or a lack of understanding. In Indonesian, "<i>aku tidak paham</i>" directly translates to "I don't understand." The simplicity of this sentence carries the same meaning across both languages. • Potential Mistake: Students might mistakenly add extra elements to the translation, such as "<i>aku benar-benar tidak paham</i>," which would emphasize confusion more strongly. However, it could deviate from the original sentence's more neutral tone.
3	Why didn't you come to the meeting yesterday? (context)	<i>Kenapa kamu tidak datang rapat kemarin?</i> • Explanation: The context here is questioning why someone didn't attend an event in the past. In Indonesian, "<i>kenapa kamu tidak datang rapat kemarin?</i>" is a direct translation that captures the original meaning. • Potential Mistake: A student might mistakenly use an incorrect verb tense or word choice. For example, using "<i>mengapa</i>" instead of "<i>kenapa</i>" changes the level of formality. "<i>Mengapa</i>" is more formal, while

		"kenapa" is more casual and fits the conversational tone of the original English. Moreover, the use of "you" should definitely refer to the context of the use, whether formal or informal. Students also need to consider choosing "Anda" for formal situations or "Kau/ kamu" for informal situations.
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		"<i>Kakak</i>" refers to an older sibling, while "<i>adik</i>" refers to a younger sibling. • Potential Mistake: A student might mistakenly translate "brother" without clarifying whether the sibling is older or younger, which could be culturally important in Indonesia. They might translate "<i>he is my brother</i>" as "<i>dia saudaraku</i>" (he is my sibling), but this would lose the specific age-related context embedded in the word "<i>kakak</i>." • Moreover, the word brother also lost its original meaning related to gender identity if it's translated to "<i>kakak</i>". To avoid losing the initial meaning, the translator should translate brother into <i>saudara laki-laki</i>.
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		or lacks the weight of a marriage proposal. For example, using "<i>Apakah kamu mau menikah denganku?</i>" might be grammatically correct but less natural or emotional, depending on the setting. Furthermore, the translator should also use the perspective of whether the speaker is a male or female. In some cultures, it is not acceptable when a girl proposes her boyfriend.
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Exercise 5

Culturally Specific Terms and Phrases

1. Selected Terms:

- Thanksgiving (United States)
- Black Friday (United States)
- Dia de los Muertos (Mexico)
- Mitoni (Java, Indonesia)
- Midodareni (Java, Indonesia)
- Susuk (Java, Indonesia)

2. Background and Cultural Significance:

Thanksgiving:

- Background: A national holiday celebrated on the fourth Thursday of November in the United States.
- Cultural Significance: Traditionally centered on family gatherings and meals, Thanksgiving commemorates the harvest and blessings of the past year. It originated as a celebration of the Pilgrims' successful harvest in 1621, which was shared with Native Americans. Today, it includes a large meal, typically featuring turkey, and expressions of gratitude.

Black Friday:

- **Background:** The day after Thanksgiving, observed on the fourth Friday of November.
- **Cultural Significance:** Known for major retail sales and discounts, Black Friday marks the beginning of the holiday shopping season. It is characterized by significant price reductions and high consumer spending. The term "Black Friday" reflects the practice of businesses moving from being "in the red" (losing money) to "in the black" (making a profit) due to high sales volumes.

Dia de los Muertos:

- **Background:** A Mexican holiday celebrated on November 1st and 2nd.
- **Cultural Significance:** Dia de los Muertos (Day of the Dead) honors deceased loved ones. It involves creating altars with offerings such as food, photos, and mementos. The holiday blends indigenous traditions with Catholic influences and is recognized for its colorful and symbolic celebrations, emphasizing remembrance and celebration of the deceased's life.

Mitoni:

- **Background:** A traditional Javanese ceremony held at the seventh month of pregnancy.
- **Cultural Significance:** Mitoni (or Tingkeban) is a ritual aimed at ensuring the safety and well-being of the unborn child and mother. It includes prayers and offerings to ward off misfortune and ensure a healthy delivery. The ceremony reflects cultural values of family and community support during pregnancy.

Midodareni:

- Background: A traditional Javanese pre-wedding ceremony.
- Cultural Significance: Midodareni is held the night before a wedding, where the bride and groom spend their last night as single individuals. The ceremony involves rituals and prayers to bless the couple and prepare them for marriage. It signifies the transition from single life to married life, emphasizing cultural and familial bonds.

Susuk:

- Background: A mystical practice in Javanese culture.
- Cultural Significance: Susuk involves inserting small objects (often gold or silver) into the body by a spiritual practitioner. It is believed to enhance attractiveness, charm, and personal power. This practice reflects traditional spiritual influence and protection beliefs, aiming to improve social and professional outcomes.

3. Challenges in Translation:

- Cultural Context and Nuances:
Challenge: Terms like "Thanksgiving" and "Dia de los Muertos" have cultural contexts that may not have direct equivalents in other languages. Translating these terms requires conveying the word and the cultural practices and significance behind them.
- Lack of Equivalent Concepts:
Challenge: Some concepts, like "Mitoni" or "Susuk," may have no direct counterpart in other cultures, making it difficult to find equivalent terms. Translators must explain the cultural practices and their meanings rather than just translating the words.
- Cultural Sensitivity:
Challenge: Ensuring that the translation respects and accurately reflects cultural traditions and beliefs is crucial.

Misinterpretations or oversimplifications can lead to misunderstandings or cultural insensitivity.

- **Emotional and Symbolic Meaning:**
Challenge: Terms like "Black Friday" carry specific emotional and economic connotations that may not be easily translatable. The emotional weight or symbolic significance might be lost if not handled carefully.
- **Different Cultural Practices:**
Challenge: Practices tied to these terms may vary significantly between cultures. For example, the "Dia de los Muertos" celebration may differ in its practices and significance compared to similar traditions in other cultures.

UNIT 2

Exercise 1

1. The base word is **person**. The word “impersonal” is made of three parts: “in-” (prefix), “person” (base word), and “-al” (suffix).
2. The base word is **mark**. The word “remarkable” is made of three parts: “re-” (prefix), “mark” (base word), and “-able” (suffix).
3. The base word is **notice**. The word “unnoticed” is made of two parts: “un-” (prefix) and “noticed” (past participle of the base word “notice”).
4. The base word is **friend**. The word “friendly” is made of two parts: “friend” (base word) and “-ly” (suffix).

Exercise 2

- Book : (1) a written or printed work consisting of pages glued or sewn together along one side and bound in covers, (2) reserve (accommodations, a place, etc.); buy (a ticket) in advance.
- Can : (1) able to, (2) metal container
- Well : (1) in a good or satisfactory way, (2) a deep hole full of water or oil
- May : (1) month, (2) might
- Attribute : (1) characteristic, (2) credit someone or something
- Close : (1) near, (2) to shut
- Object : (1) thing, (2) argue
- Present : (1) gift, (2) to bring forth
- Tear : (1) rip, (2) crying
- Minute : (1) small, (2) measurement of time

Exercise 3

1. Audrey and Amber (noun phrase)
2. have been searching (verb phrase)
3. beside the trees (prepositional phrase)

4. extremely well (adverb phrase)
5. the house on 6th street (noun phrase)
6. slamming into a wall (verb phrase)
7. before the initial exam (prepositional phrase)
8. the little kid (noun phrase)
9. throwing sheets on roads (verb phrase)
10. Destroyed by fire (adjective phrase)

Exercise 5

Problems can be divided into those requiring a choice between alternatives (e.g. shall I take this job; shall I leave my spouse?) and those requiring the attainment of specific goals (e.g. how can I do my job better; how can I improve the relationship with my spouse?). Sometimes this stage is straightforward because the problems are obvious (e.g. inability to pay a debt; a specific sexual dysfunction). Very often it demands considerable time and careful exploration to help the patient decide precisely what his problems are. This is more likely when, for example, the difficulties concern the general aspects of a relationship, or non-specific dissatisfaction a person may experience with his current lifestyle.

Exercise 6

Quiz Yourself: Noun Plural

1. This sentence contains an incorrect noun plural.
2. This sentence is correct.
3. This sentence contains an incorrect noun plural.
4. This sentence is correct.
5. This sentence contains an incorrect noun plural.

Challenge Yourself: Noun Plurals

1. The McKechney sisters get together every Tuesday to watch their children practise gymnastics.
 2. The two women lean against the wall wrapping their hands around their coffees during the lesson.
 3. Susie McKechney would rather play baseball, but gymnastics is Ava McKechney's favourite sport.
 4. Ava dreams of doing back flips from rooftop to rooftop, along all the roofs on her street.
 5. Susie's mom complains that the lessons are a lot of money given there isn't much 1:1 instruction.
 6. Ava's mom shrugs it off, saying the chance for their daughters' friendship to blossom is worth it.
 7. She wants another generation of McKechnays to have the same bond she has with her sister.
-
1. Kakak beradik McKechney berkumpul setiap hari Selasa untuk mengawasi anak-anak mereka berlatih senam.
 2. Kedua wanita itu bersandar di dinding sambil memegang kopi dengan tangan mereka selama pelajaran.
 3. Susie McKechney lebih suka bermain bisbol, tapi senam adalah olahraga favorit Ava McKechney.
 4. Ava bermimpi melakukan jungkir balik dari atap ke atap, di sepanjang jalan.
 5. Ibu Susie mengeluh tentang pelajaran yang menghabiskan banyak uang padahal tak banyak yang didapatkan.
 6. Ibu Ava mengabaikannya dan mengatakan bahwa persahabatan putri mereka akan baik-baik saja.
 7. Dia ingin generasi McKechney lainnya memiliki ikatan yang sama seperti dia dengan saudara perempuannya.

Exercise 7

1. Book

Meaning (verb, to reserve something): "I need to **book** a table for dinner tonight."

2. **Can**

Meaning (container): “Please hand me the **can** of soda.”

3. **Well**

Meaning (noun, water source): “They drew water from the **well**.”

4. **May**

Meaning (permission): “You **may** leave when the bell rings.”

5. **Attribute**

Meaning (noun, characteristic): “Patience is a key **attribute** of a good leader.”

6. **Close**

Meaning (adjective, near): “The restaurant is very **close** to my house.”

7. **Object**

Meaning (noun, item): “He found a shiny **object** in the garden.”

8. **Present**

Meaning (noun, gift): “She gave me a beautiful **present** for my birthday.”

9. **Tear**

Meaning (verb, to rip): “Be careful not to **tear** the paper.”

10. **Minute**

Meaning (adjective, very small): “There was only a **minute** amount of sugar left.”

Exercise 8

The fundamental human need to belong comes from the desire to associate with others, to cooperate, to accept group norms. However, the Stanford Prison Experiment (SPE) shows that the need to belong can also be perverted into excessive conformity, compliance, and in-group versus out-group hostility. The need for autonomy and control, the central forces toward self-direction and planning, can be perverted into an excessive exercise of power to dominate others or into learned helplessness.

Consider three more such needs that can cut both ways. First, needs for consistency and rationality give meaningful and wise direction to our lives. Yet dissonant commitments force us to honor and rationalize wrong-headed decisions, such as prisoners remaining when they should have quit and guards justifying their abuse. Second, needs to know and to understand our environment and our relationship to it lead to curiosity, scientific discovery, philosophy, the humanities, and art. But a capricious, arbitrary environment that does not make sense can pervert those basic needs and lead to frustration and self-isolation (as it did in our prisoners). And finally, our need for stimulation triggers explorations and adventurous risk taking, but it can also make us vulnerable to boredom when we are placed in a static setting. Boredom, in turn, can become a powerful motivator of actions as we saw with the SPE night shift guards to have fun with their “playthings.”

Exercise 9

- 1. Words such as *peto contentus sis* seem to have been used ***so widely that they soon raised no doubts or difficulties of interpretation.***
- 2. It is also clear from the notebooks that Marx had read ***much more widely than that.***
- 3. However, the research progressed ***too slowly for it to be useful.***
- 4. It was rated ***very highly*** as a causal prophylactic.
- 5. Once you have obtained some professional advice on weight training, you can obtain small weights ***quite cheaply for use at home.***

Pre-modifier	Adverb	Post-modifier
so	widely	that they soon raised no doubts or difficulties of interpretation
much more	widely	than that
too	slowly	for it to be useful
very	highly	
quite	cheaply	for use at home

Exercise 10

Paragraph 1: The dedicated team of scientists (Nominal Group) conducted extensive research (Verbal Group) over several months (Adverbial Group). Their primary objective (Nominal Group) was to understand (Verbal Group) the impact of climate change (Nominal Group) on marine life (Adverbial Group). With each passing day (Adverbial Group), they discovered new patterns (Verbal Group) that deepened their understanding (Adverbial Group).

Paragraph 2: In a remote laboratory (Adverbial Group), the researchers (Nominal Group) used advanced technology (Verbal Group) to analyze water samples (Adverbial Group). The high-tech equipment (Nominal Group) allowed them to detect (Verbal Group)

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minute changes (Nominal Group) in the ocean's chemistry (Adverbial Group). By comparing the data (Adverbial Group), they (Nominal Group) could make accurate predictions (Verbal Group) about future environmental trends (Adverbial Group).

Paragraph 3: After months of tireless effort (Adverbial Group), the team (Nominal Group) finally published their groundbreaking findings (Verbal Group). The comprehensive report (Nominal Group) provided valuable insights (Verbal Group) for policymakers (Adverbial Group) around the world (Adverbial Group). With their research now available to the public (Adverbial Group), the scientists (Nominal Group) hoped to inspire further action (Verbal Group) toward environmental conservation (Adverbial Group).

UNIT 3

Exercise 1

Lexical Collocations

1. Answer: A. *Strong coffee*
Explanation: "Strong coffee" is the standard phrase used to describe coffee with a bold flavor.
2. Answer: A. *Heavy traffic*
Explanation: "Heavy traffic" is a common expression for dense or slow-moving traffic.
3. Answer: A. *Make a decision*
Explanation: "Make a decision" is the correct collocation meaning to decide.
4. Answer: A. *Bright future*
Explanation: "Bright future" is commonly used to describe a future that looks promising.
5. Answer: A. *Bitter truth*
Explanation: "Bitter truth" refers to an unpleasant reality.
6. Answer: A. *Close friend*
Explanation: "Close friend" refers to someone you have a strong, emotional connection with.
7. Answer: A. *Tell the truth*
Explanation: "Tell the truth" is the correct collocation for being honest.
8. Answer: A. *Run a business*
Explanation: "Run a business" means to manage or operate a business.
9. Answer: A. *Pay a visit*
Explanation: "Pay a visit" is the standard phrase for visiting someone.

10. Answer: A. *Keep a promise*

Explanation: "Keep a promise" means to fulfill a promise.

Grammatical Collocations

11. Answer: A. *Angry with*

Explanation: "Angry with" is used when expressing anger towards someone.

12. Answer: A. *Rely on*

Explanation: "Rely on" means to depend on something or someone.

13. Answer: A. *Accustomed to*

Explanation: "Accustomed to" means being familiar with something through experience.

14. Answer: B. *Complain about*

Explanation: "Complain about" is used to express dissatisfaction with something.

15. Answer: B. *Good at*

Explanation: "Good at" indicates proficiency in a specific skill or activity.

16. Answer: A. *Succeed in*

Explanation: "Succeed in" is used when someone achieves something, usually a goal.

17. Answer: B. *Afraid of*

Explanation: "Afraid of" expresses fear towards something.

18. Answer: A. *Capable of*

Explanation: "Capable of" means having the ability to do something.

19. Answer: B. *Interested in*

Explanation: "Interested in" means having a liking or concern for something.

20. Answer: B. *Fond of*

Explanation: "Fond of" means having an affection or liking for something or someone.

Exercise 2

1. Idiom: "Wake-up call"

Explanation: An event that serves as a prompt to pay attention or make changes. It likely originates from the literal meaning of a call to wake someone up, symbolizing a reminder of an urgent issue.

2. Idiom: "Game changer"

Explanation: Something that significantly alters the current situation. Originates from sports, where a play that changes the course of the game represents a major shift or impact.

3. Idiom: "Keep her cool"

Explanation: To remain calm under pressure. The phrase reflects the importance of staying composed in stressful situations.

4. Idiom: "Shot across the bow"

Explanation: A warning or threat intended to make someone take notice. Comes from naval warfare, where a warning shot fired across the bow of a ship serves to signal an impending attack or demand compliance.

5. Idiom: "Fruits of their labor"

Explanation: The results or benefits gained from hard work. The term "fruits" metaphorically represents the positive outcomes or rewards from effort.

6. Idiom: "Red herring"

Explanation: A misleading clue or distraction. Originates from the practice of using a strong-smelling fish to distract hunting dogs, symbolizing something that diverts attention away from the real issue.

7. Idiom: "Off the table"
Explanation: No longer available for discussion or negotiation. Reflects the idea of removing something from a physical table, indicating it is no longer on offer.
8. Collocation: "Step in the right direction"
Explanation: An action that moves progress towards a goal. Suggests that the action is beneficial, though it may not be the final solution.
9. Collocation: "Stickler for details"
Explanation: A person who insists on precise details. The term "stickler" refers to someone who adheres rigidly to rules or standards.
10. Collocation: "Pulling their weight"
Explanation: Contributing fairly to a group effort. Originates from the idea of each person carrying their share of the load or burden.
11. Idiom: "Breath of fresh air"
Explanation: Something new and refreshing. The phrase conveys the idea of a positive change, much like enjoying fresh air after being in a stuffy environment.
12. Idiom: "Rub people the wrong way"
Explanation: To cause irritation or annoyance. The phrase likely comes from the literal act of rubbing something in a manner that creates discomfort or displeasure.
13. Idiom: "Grain of salt"
Explanation: To take something with skepticism or not fully believe it. Originates from the idea that a small amount of salt can make something easier to accept or digest, implying a need for caution.

14. Idiom: "Get his ducks in a row"
Explanation: To organize or arrange things efficiently. The phrase comes from the idea of arranging ducks in a neat, orderly line, reflecting organization and preparation.
15. Idiom: "Miss the mark"
Explanation: To fail to achieve a goal or target. The phrase originates from archery, where missing the target represents not hitting the intended mark.
16. Idiom: "Bit of a stir"
Explanation: Causing some excitement or disturbance. The term "stir" metaphorically represents movement or agitation, leading to increased attention or reaction.
17. Idiom: "Go the extra mile"
Explanation: To put in extra effort or exceed expectations. Originates from the literal distance a person would travel beyond the expected journey, reflecting additional commitment.
18. Idiom: "Back and forth"
Explanation: A repetitive or reciprocal motion, often used to describe discussions or negotiations. Represents the idea of continuous movement or exchange in both directions.
19. Idiom: "Double-edged sword"
Explanation: An object or situation with both positive and negative effects. The literal sword that can cut both ways symbolizes something that has both beneficial and harmful consequences.
20. Idiom: "Mixed bag"
Explanation: A situation with both positive and negative aspects. Reflects the unpredictability of a bag filled with a variety of items, indicating a combination of different outcomes.

Exercise 3

1. Collocation: "Make progress"
 - a. Translation: "Membuat kemajuan"
 - b. Strategy: Using Equivalent Collocations
 - Explanation: "Membuat kemajuan" is a direct equivalent of "make progress" and is commonly used in Indonesian to convey the same meaning of advancing or improving.
2. Collocation: "Catch fire"
 - a. Translation: "Terbakar"
 - b. Strategy: Maintaining Contextual Relevance
 - Explanation: "Terbakar" (literally "burned") captures the context of something catching fire without a direct collocational match but maintains the meaning.
3. Collocation: "Break the news"
 - a. Translation: "Menyampaikan berita"
 - b. Strategy: Using Descriptive Translation
 - Explanation: "Menyampaikan berita" (literally "deliver the news") describes the action of informing someone, which conveys the meaning of "break the news."
4. Collocation: "Heavy traffic"
 - a. Translation: "Lalu lintas padat"
 - b. Strategy: Adapting Collocations to Target Language Norms
 - Explanation: "Lalu lintas padat" (literally "dense traffic") is adapted to Indonesian norms, reflecting the common way to describe congested traffic.
5. Collocation: "Sharp criticism"
 - a. Translation: "Kritik tajam"
 - b. Strategy: Using Equivalent Collocations
 - Explanation: "Kritik tajam" is an exact equivalent in Indonesian for "sharp criticism," reflecting the same intensity of critique.

6. Collocation: "Give support"
 - a. Translation: "Memberi dukungan"
 - b. Strategy: Using Equivalent Collocations
 - Explanation: "Memberi dukungan" is a direct equivalent of "give support," conveying the same idea of providing assistance or encouragement.
7. Collocation: "Quick decision"
 - a. Translation: "Keputusan cepat"
 - b. Strategy: Using Equivalent Collocations
 - Explanation: "Keputusan cepat" is a direct equivalent of "quick decision," accurately reflecting the same meaning of making a decision promptly.
8. Collocation: "Lose interest"
 - a. Translation: "Kehilangan minat"
 - b. Strategy: Using Equivalent Collocations
 - Explanation: "Kehilangan minat" (literally "lose interest") is a common expression in Indonesian that matches the meaning of the English collocation.
9. Collocation: "Deep sleep"
 - a. Translation: "Tidur lelap"
 - b. Strategy: Adapting Collocations to Target Language Norms
 - Explanation: "Tidur lelap" (literally "sound sleep") adapts the English collocation to Indonesian norms, describing a state of restful, deep sleep.
10. Collocation: "Strong argument"
 - a. Translation: "Argumen kuat"
 - b. Strategy: Using Equivalent Collocations
 - Explanation: "Argumen kuat" is a direct equivalent of "strong argument," reflecting the same idea of a compelling or convincing argument.

Exercise 4

1. **"Break the ice"**
 - a. **Indonesian:** "Mencairkan suasana"
 - b. **Meaning:** To ease tension or initiate conversation.
 - c. **Strategy: Using an idiom of similar meaning but dissimilar form**
 - The translation uses an Indonesian idiom that conveys the same meaning but with different wording.
2. **"A blessing in disguise"**
 - a. **Indonesian:** "Ada hikmah di balik musibah"
 - b. **Meaning:** Something that seems bad but turns out to be good.
 - c. **Strategy: Using an idiom of similar meaning and form**
 - The translation uses an idiom in Indonesian that closely matches the meaning and structure of the original.
3. **"The early bird catches the worm"**
 - a. **Indonesian:** "Siapa cepat dia dapat"
 - b. **Meaning:** Those who start early or act promptly will succeed.
 - c. **Strategy: Using an idiom of similar meaning but dissimilar form**
 - The translation replaces the original idiom with an Indonesian idiom that conveys the same concept but uses different imagery.
4. **"Cost an arm and a leg"**
 - a. **Indonesian:** "Menghabiskan banyak uang"
 - b. **Meaning:** Something that is very expensive.
 - c. **Strategy: Translation by paraphrase**
 - The idiom is translated into a phrase that directly conveys the meaning without using an idiom.
5. **"Hit the nail on the head"**
 - a. **Indonesian:** "Tepat sasaran"
 - b. **Meaning:** To be exactly right about something.

- c. **Strategy: Translation by paraphrase**
 - The idiom is translated into a phrase that directly conveys the meaning without using an idiom.
6. **"Spill the beans"**
 - a. **Indonesian:** "Membocorkan rahasia"
 - b. **Meaning:** To reveal a secret.
 - c. **Strategy: Using an idiom of similar meaning but dissimilar form**
 - The translation uses an Indonesian idiom that conveys the same meaning but with different wording.
7. **"Under the weather"**
 - a. **Indonesian:** "Tidak enak badan"
 - b. **Meaning:** To feel ill or unwell.
 - c. **Strategy: Using an idiom of similar meaning but dissimilar form**
 - The translation uses an Indonesian idiom that conveys the same meaning but with different wording.
8. **"Burn the midnight oil"**
 - a. **Indonesian:** "Begadang"
 - b. **Meaning:** To work late into the night.
 - c. **Strategy: Translation by paraphrase**
 - The translation uses an Indonesian term that conveys the same meaning but does not directly reference "midnight oil."
9. **"Let the cat out of the bag"**
 - a. **Indonesian:** "Menyingkap rahasia"
 - b. **Meaning:** To reveal a secret.
 - c. **Strategy: Translation by paraphrase**
 - The idiom is translated into a phrase that explains the concept of revealing a secret.

10. **"Piece of cake"**

- a. **Indonesian:** "sangat mudah/gampang"
- b. **Meaning:** Something that is very easy.
- c. **Strategy: Translation by paraphrase**
 - The translation uses a culturally appropriate term in Indonesian that conveys ease, though it differs in form from the original.

11. **"Bite the bullet"**

- a. **Indonesian:** "Menghadapi kesulitan dengan tabah"
- b. **Meaning:** To endure a painful or difficult situation with courage.
- c. **Strategy: Translation by paraphrase**
 - The idiom is translated into a phrase that explains the concept of enduring hardship.

12. **"Actions speak louder than words"**

- a. **Indonesian:** "Berbicara lebih mudah daripada bertindak"
- b. **Meaning:** What people do is more significant than what they say.
- c. **Strategy: Translation by paraphrase**
 - The translation uses a direct equivalent in Indonesian that preserves both meaning and structure.

13. **"Let sleeping dogs lie"**

- a. **Indonesian:** "Jangan bangunkan macan tidur"
- b. **Meaning:** To avoid mentioning or dealing with a problem that could cause trouble.
- c. **Strategy: Using an idiom of similar meaning and form**
 - The translation uses an idiom in Indonesian that closely matches the meaning and structure of the original.

14. **"Make a mountain out of a molehill"**

- a. **Indonesian:** "Membesar-besarkan masalah kecil"
- b. **Meaning:** To exaggerate the importance of a minor issue.
- c. **Strategy: Translation by paraphrase**

- The idiom is translated into a phrase that directly describes the action of exaggerating a small problem.

15. **"Jump on the bandwagon"**

- Indonesian:** "Ikut arus"
- Meaning:** To join a popular activity or trend.
- Strategy: Using an idiom of similar meaning and disform**
 - The translation uses an idiom in Indonesian that closely matches the meaning and structure of the original.

16. **"Break the news"**

- Indonesian:** "Menyampaikan berita"
- Meaning:** To inform someone of something, especially news or information.
- Strategy: Translation by paraphrase**
 - The translation replaces the idiom with a straightforward phrase that conveys the meaning.

17. **"Cut corners"**

- Indonesian:** "Mengambil jalan pintas"
- Meaning:** To do something in the easiest or quickest way, often sacrificing quality.
- Strategy: Using an idiom of similar meaning but dissimilar form**
 - The translation uses an Indonesian idiom that conveys the concept of taking shortcuts, though it differs in form from the original.

18. **"Hit the jackpot"**

- Indonesian:** "Mendapatkan keberuntungan besar"
- Meaning:** To achieve great success or luck.
- Strategy: Translation by paraphrase**
 - The idiom is translated into a phrase that explains the concept of winning big.

19. **"The ball is in your court"**

- a. **Indonesian:** "Giliranmu untuk bertindak"
- b. **Meaning:** It is someone's turn to take action or make a decision.
- c. **Strategy: Translation by paraphrase**
 - The translation explains the situation described by the idiom rather than using a direct equivalent.

20. **"Cold feet"**

- a. **Indonesian:** "ragu-ragu"
- b. **Meaning:** To become nervous or hesitant about something.
- c. **Strategy: Translation by paraphrase**

The translation explains the situation described by the idiom rather than using a direct equivalent.

Exercise 5

1. **"Break the bank"**

Sentence: "Eating out at upscale restaurants every weekend could break the bank, but he enjoys the experience."

Strategy: Translation by paraphrase

Indonesian Translation: "Makan di restoran mewah setiap akhir pekan bisa menguras dompet/kocek, tetapi dia menikmati pengalaman tersebut."

Explanation: This translation explains the idiom's meaning of being very expensive, using a direct idiomatic expression.

2. **"Caught between a rock and a hard place"**

Sentence: "Choosing between moving to a new city for a promotion or staying for his family made him feel caught between a rock and a hard place."

Strategy: Translation by paraphrase/ using an idiom of similar meaning but dissimilar form

Indonesian Translation: "Memilih antara pindah ke kota baru untuk promosi atau tetap tinggal untuk keluarganya membuatnya merasa terjepit di antara dua pilihan sulit/ seperti makan buah simalakama."

Explanation: This translation describes the difficulty of being in a challenging situation with two difficult choices.

3. "Get your ducks in a row"

Sentence: "Before applying for the grant, ensure you get your ducks in a row by preparing all the necessary reports and documents."

Strategy: Translation by paraphrase

Indonesian Translation: "Sebelum mengajukan hibah, pastikan semua dokumen dan laporan yang diperlukan sudah siap dan terorganisasi."

Explanation: This strategy explains the idiom's meaning of being organized and prepared, using a descriptive approach instead of a direct idiomatic expression.

4. "Under the table"

Sentence: "The restaurant paid its workers under the table to avoid high payroll taxes, which led to legal issues."

Strategy: Translation by paraphrase

Indonesian Translation: "Restoran membayar pekerjaanya secara tunai untuk menghindari pajak penghasilan yang tinggi, yang mengakibatkan masalah hukum."

Explanation: This strategy describes the practice of paying workers unofficially or secretly, rather than using a direct idiomatic expression.

5. "The tip of the iceberg"

Sentence: "The recent scandal involving the CEO is just the tip of the iceberg; there are deeper issues within the company."

Strategy: Using an idiom of similar meaning and form

Indonesian Translation: "Skandal terbaru yang melibatkan CEO hanyalah puncak gunung es; ada masalah yang lebih dalam di dalam perusahaan."

Explanation: This translation uses a similar idiomatic expression in Indonesian that conveys the idea of a small visible part of a larger problem.

6. "Throw caution to the wind"

Sentence: "They decided to throw caution to the wind and take a spontaneous trip around the world without any prior planning."

Strategy: Translation by paraphrase

Indonesian Translation: "Mereka memutuskan untuk nekat dan melakukan perjalanan ke seluruh dunia secara spontan tanpa perencanaan sebelumnya."

Explanation: This strategy describes the act of disregarding risks or safety, rather than using a direct idiomatic expression.

7. "Bite the dust"

Sentence: "The old software program finally bit the dust after years of updates and patches failing to keep up with technology."

Strategy: Using an idiom of similar meaning and form

Indonesian Translation: "Program perangkat lunak lama akhirnya gulung tikar setelah bertahun-tahun pembaruan dan perbaikan yang gagal mengikuti perkembangan teknologi."

Explanation: This translation uses a similar idiomatic expression in Indonesian that conveys the idea of going out of business or failing.

8. "Let the cat out of the bag"

Sentence: "She let the cat out of the bag about the company's new product line during the casual chat with a journalist."

Strategy: Translation by paraphrase

Indonesian Translation: "Dia secara tidak sengaja mengungkapkan informasi tentang lini produk baru perusahaan selama obrolan santai dengan seorang jurnalis."

Explanation: This strategy explains the meaning of the idiom as revealing a secret unintentionally, rather than using a direct idiomatic expression.

9. "In the nick of time"

Sentence: "She managed to finish her novel in the nick of time to submit it for the prestigious literary competition."

Strategy: Translation by paraphrase

Indonesian Translation: "Dia berhasil menyelesaikan novelnya tepat waktu untuk mengirimkannya ke kompetisi sastra bergengsi."

Explanation: This strategy describes the meaning of completing something just in time without using a direct idiomatic expression.

10. "A dime a dozen"

Sentence: "At the local thrift store, old board games are a dime a dozen, so you can pick up several for a very low price."

Strategy: Translation by paraphrase

Indonesian Translation: "Di toko barang bekas lokal, permainan papan catur kuno sangat umum, jadi Anda bisa mendapatkan beberapa papan dengan harga yang sangat murah."

Explanation: This strategy describes the meaning of something being very common and easily available, rather than using a direct idiomatic expression.

Exercise 6

Healthcare

1. **Sentence:** "The new medication is a real **lifesaver** for patients with heart disease."
 - a. **Translation:** "Obat baru ini benar-benar **penyelamat** bagi pasien dengan penyakit jantung."

- b. **Explanation: Translation by paraphrase** – The idiom "lifesaver" is translated as "penyelamat," which literally means "savior of life" and conveys the same sense of providing crucial help or benefit. The choice reflects the high value of the medication in a clear and culturally appropriate manner.
- 2. **Sentence:** "The breakthrough in the research was a **silver lining** for the entire medical community."
 - a. **Translation:** "Terobosan dalam penelitian itu menjadi **secercah cahaya** bagi seluruh komunitas medis."
 - b. **Explanation: Using an idiom of similar meaning and form** – The idiom "silver lining" is translated as "secercah cahaya," which means "light behind the clouds." This paraphrase conveys the idea of a positive aspect emerging from a challenging situation, adapting the idiom to fit the cultural context.

Education

- 3. **Sentence:** "Her innovative teaching methods are a **breath of fresh air** in the classroom."
 - a. **Translation:** "Metode pengajarannya yang inovatif adalah **angin segar** di kelas."
 - b. **Explanation: Using an idiom of similar meaning and form** – The idiom "breath of fresh air" is translated as "angin segar," which is a commonly used idiom in Indonesian with the same meaning, indicating a welcome change or new approach.
- 4. **Sentence:** "The new academic program is a **game changer** for students."
 - a. **Translation:** "Program akademik baru ini benar-benar **membawa perubahan besar** bagi para siswa."
 - b. **Explanation: Translation by paraphrase** – The idiom "game changer" is translated as "membawa perubahan besar," which

literally means "changing the game." This maintains the idea of something having a significant impact.

Technology

5. **Sentence:** "The software update added new features that are the **icing on the cake**."
 - a. **Translation:** "Pembaruan perangkat lunak menambahkan fitur baru yang merupakan **pelengkap yang sangat baik**."
 - b. **Explanation: Translation by paraphrase** – Instead of translating "icing on the cake" directly, which might not be well-understood, the phrase "pelengkap yang sangat baik" means "a very good addition," which clearly conveys the meaning of something that enhances the value of something already good.
6. **Sentence:** "The new tech gadget is on the **cutting edge** of innovation."
 - a. **Translation:** "Gadget teknologi terbaru ini berada di **garis depan** inovasi."
 - b. **Explanation: Using an idiom of similar meaning and form** – The idiom "cutting edge" is translated as "garis depan," which literally means "frontline" or "forefront," conveying the same sense of being at the forefront of technological innovation.

Finance

7. **Sentence:** "Investing in this startup could be a **golden opportunity** for high returns."
 - a. **Translation:** "Berinvestasi di startup ini bisa menjadi **kesempatan emas** untuk keuntungan tinggi."
 - b. **Explanation: Using an idiom of similar meaning and form** – The idiom "golden opportunity" is translated as "kesempatan emas," which is a direct equivalent in Indonesian, meaning a very valuable or rare opportunity.

8. **Sentence:** "The market downturn was a **hard pill to swallow** for investors."
- a. **Translation:** "Penurunan pasar adalah hal yang **sulit diterima** bagi para investor."
- b. **Explanation: Translation by paraphrase** – The idiom "hard pill to swallow" is translated as "sulit diterima," which means "difficult to accept," effectively conveying the same discomfort and difficulty of accepting the downturn.

Travel

9. **Sentence:** "Our vacation plans were thrown a **curveball** due to unexpected travel restrictions."
- a. **Translation:** "Rencana liburan kami **terhambat** karena pembatasan perjalanan yang tidak terduga."
- b. **Explanation: Translation by paraphrase** – Instead of using a direct idiomatic translation, the phrase is described as "terhambat," meaning "hampered," which conveys the disruption caused by the travel restrictions.
10. **Sentence:** "Finding affordable accommodations was a **piece of cake** with the right tools."
- a. **Translation:** "Menemukan akomodasi yang terjangkau sangat **mudah** dengan alat yang tepat."
- b. **Explanation: Translation by paraphrase** – The idiom "piece of cake" is translated as "mudah," meaning "easy," to clearly convey the simplicity of finding accommodations.

Business

11. **Sentence:** "The merger was a **win-win situation** for both companies."
- a. **Translation:** "Penggabungan tersebut adalah **situasi yang sama-sama menguntungkan bagi kedua perusahaan.**"
- b. **Explanation: Translation by paraphrase** – The idiom "win-win situation" is translated as "situasi yang sama-sama menguntungkan bagi kedua perusahaan," which literally

means "a beneficial situation," preserving the idea of mutual benefit.

12. **Sentence:** "Starting a business from scratch is a **tough nut to crack**."
- Translation:** "Memulai bisnis dari nol adalah hal yang sangat **menantang**."
 - Explanation: Translation by paraphrase** – The idiom "tough nut to crack" is translated as "menantang," meaning "challenging," to describe the difficulty of starting a business without using the idiom directly.

Entertainment

13. **Sentence:** "The concert was a **hit**, drawing fans from all over the country."
- Translation:** "Konser tersebut sangat **sukses**, menarik penggemar dari seluruh negeri."
 - Explanation: Translation by paraphrase** – The idiom "hit" is translated as "sukses," which means "successful," to reflect the positive reception of the concert.
14. **Sentence:** "The movie's plot twist was a real **jaw-dropper**."
- Translation:** "Plot twist dalam film itu benar-benar **mengejutkan**."
 - Explanation: Translation by paraphrase** – The idiom "jaw-dropper" is described as "mengejutkan," meaning "shocking," to convey the surprise element in a straightforward manner.

Sports

15. **Sentence:** "The team's unexpected victory was a **shot in the arm** for their morale."
- Translation:** "Kemenangan tak terduga tim itu adalah **dorongan semangat** bagi moral mereka."
 - Explanation: Translation by paraphrase** – The idiom "shot in the arm" is translated as "dorongan semangat," meaning

"boost of morale," which conveys the idea of something giving a significant boost to the team's spirit without using the exact idiom.

UNIT 4

Exercise 1

1. Logical Relationship: Consequence
Melihat badai mendekat, mereka memutuskan untuk membatalkan acara di luar ruangan.
2. Logical Relationship: Chronological order
Setelah menyelesaikan proyek, dia menyerahkannya kepada profesornya
3. Logical Relationship: Consequence
Merasa tidak sehat, dia memilih untuk tinggal di rumah daripada pergi ke pesta.
4. Logical Relationship: Consequence
Karena tidak berhasil mengejar bus, mereka harus berjalan ke tujuan mereka.
5. Logical Relationship: Contradiction
Meskipun lelah, dia tetap bekerja hingga larut malam.

Exercise 2

1. **Original Sentence:** *Because she was late, she missed the opening ceremony.* **Rewritten:** *Being late, she missed the opening ceremony.* **Translation:** *Karena terlambat, dia melewatkan upacara pembukaan.* **Analysis:** The participle clause "Being late" reduces the original subordinate clause, keeping the cause-effect relationship intact. There's no significant change in meaning, and the translation "Karena terlambat" maintains the same cause-effect connection in Indonesian.
2. **Original Sentence:** *After they had finished the project, they submitted it for review.* **Rewritten:** *Having finished the project, they submitted it for review.* **Translation:** *Setelah menyelesaikan proyek, mereka menyerahkannya untuk ditinjau.* **Analysis:** The participle clause "Having finished" shows a chronological order,

similar to the original. The Indonesian translation "Setelah menyelesaikan" also preserves the sequential relationship, with no change in meaning.

3. **Original Sentence:** *Although he was tired, he stayed up to finish his assignment.* **Rewritten:** *Being tired, he stayed up to finish his assignment.* **Translation:** *Meskipun lelah, dia tetap begadang untuk menyelesaikan tugasnya.* **Analysis:** Reducing "Although he was tired" to "Being tired" shifts the focus slightly. In the original, "Although" highlights the contrast (contradiction) more explicitly. However, the participle form "Being tired" softens the contradiction but can still imply it in context. The translation "Meskipun lelah" keeps the contrast stronger, as Indonesian uses "meskipun" for clear contradictions.
4. **Original Sentence:** *Since he didn't understand the question, he asked for clarification.* **Rewritten:** *Not understanding the question, he asked for clarification.* **Translation:** *Tidak mengerti pertanyaannya, dia meminta klarifikasi.* **Analysis:** The participle clause "Not understanding" implies the same cause-effect relationship as the original "Since he didn't understand." The translation "Tidak mengerti" retains the cause-effect structure without any significant change in meaning.
5. **Original Sentence:** *Because they were eager to start, they arrived at the meeting early.* **Rewritten:** *Being eager to start, they arrived at the meeting early.* **Translation:** *Karena bersemangat untuk memulai, mereka tiba di pertemuan lebih awal.* **Analysis:** The participle clause "Being eager to start" simplifies the original "Because they were eager to start," but the cause-effect relationship remains clear. The translation "Karena bersemangat" keeps the same meaning and logical connection in Indonesian.

Exercise 3

Every weekend, if the weather is nice, I **spend** time outside with my children. One of their favorite things to do is to go to a nearby park.

If we ride our bikes to the park, it **takes** about 10 minutes. If there **is** a lot of traffic, it takes a little longer. Once we get to the park, the kids choose their favorite playground equipment to play on. Jeffrey likes the climbing walls, but if he **climbs** too high, I start to get nervous. I always have to remind him, “If you’re not careful, you **will fall** and hurt yourself.” His reaction is usually to roll his eyes at me. My daughter Cheryl loves to play on the seesaw. On the way to the park, she almost always asks me, “Mom, if there **is** no one for me to play with, **will** you go on the seesaw with me?” If she **finds** someone to play with at the park, she **will spend** the entire time on the seesaw. Sometimes I talk to the other parents who are there. After an hour or so, the kids and I ride our bikes back home. On the way, I tell them, “If the weather is nice next weekend, we **will come** back.”

Explanation:

In real conditionals, we use the present simple tense in the if-clause to refer to a general truth or habitual action, and the present simple or future tense in the result clause depending on whether the result is a habit (present simple) or a future action (future simple).

Exercise 4

1. Before leaving
2. Since starting
3. After finishing
4. While playing
5. On checking
6. When thinking

Exercise 5

Identification

1. They went to the bookstore. (IC)
2. Agid and Bagas have been good friends since first grade. (IC)
3. Although Nadra likes Mexican and Italian food. (DC)

4. After reading in the library. (DC)
5. Animal communication is not considered to be a legitimate language by some scientists. (IC)
6. When Ken and Abe eat lunch together in the café near office. (DC)

Joining clauses

1. When I went to the zoo, I looked at the animals.
2. He came to class, but he forgot his homework.
3. We studied all night; therefore, we did well on the test.
4. She might have been sick, or maybe her car broke down.
5. They went out to eat because they were hungry.

Completing clauses (possible answers)

1. you must fix it.
2. watch the traffic.
3. you can't watch the television.
4. she was confused looking for her pencil here and there.
5. he swam.

Exercise 6

Independent Clauses Identified and the translation

Paragraph 1:

- Education is the key to success in life.
Pendidikan adalah kunci kesuksesan dalam hidup.
- Many people believe that a good education opens doors to better career opportunities and personal growth.
Banyak orang percaya bahwa pendidikan yang baik membuka pintu untuk peluang karier yang lebih baik dan pertumbuhan pribadi.

- Without education, it is difficult to gain the skills needed for success.

Tanpa pendidikan, sulit untuk memperoleh keterampilan yang dibutuhkan untuk sukses.

- Education helps individuals develop critical thinking, problem-solving abilities, and communication skills.

Pendidikan membantu individu mengembangkan kemampuan berpikir kritis, pemecahan masalah, dan keterampilan komunikasi.

Paragraph 2:

- In today's world, education is more important than ever.
Di dunia saat ini, pendidikan lebih penting dari sebelumnya.
- Technology is advancing rapidly, and people need to keep up with the changes.

Teknologi berkembang dengan cepat, dan orang-orang harus mengikuti perubahan tersebut.

- Those who continue their education throughout life are better prepared to adapt to new challenges.

Mereka yang melanjutkan pendidikan sepanjang hidup lebih siap menghadapi tantangan baru.

- Lifelong learning is essential in this fast-paced environment.

Belajar seumur hidup sangat penting dalam lingkungan yang serba cepat ini.

Paragraph 3:

- Furthermore, education contributes to social development.
Selain itu, pendidikan berkontribusi pada perkembangan sosial.
- Educated people tend to have better awareness of global issues and cultural diversity.

Orang yang terdidik cenderung memiliki kesadaran yang lebih baik tentang isu-isu global dan keragaman budaya.

- They are more likely to engage in meaningful conversations about these topics.

Mereka lebih mungkin terlibat dalam percakapan bermakna tentang topik-topik ini.

- Education encourages open-mindedness and empathy toward others.

Pendidikan mendorong keterbukaan dan empati terhadap orang lain.

Paragraph 4:

- Many people pursue higher education to improve their career prospects.

Banyak orang mengejar pendidikan tinggi untuk meningkatkan prospek karier mereka.

- A university degree can provide a competitive edge in the job market.

Gelar universitas dapat memberikan keunggulan kompetitif di pasar kerja.

- Employers often look for candidates who have specialized knowledge and skills in their field.

Pengusaha sering mencari kandidat yang memiliki pengetahuan dan keterampilan khusus di bidang mereka.

- As a result, individuals with higher education qualifications may have better job opportunities.

Akibatnya, individu dengan kualifikasi pendidikan tinggi mungkin memiliki peluang kerja yang lebih baik.

Paragraph 5:

- In conclusion, education plays a crucial role in both personal and professional development.

Sebagai kesimpulan, pendidikan memainkan peran penting dalam perkembangan pribadi dan profesional.

- It provides individuals with the tools they need to succeed in various aspects of life.

Pendidikan memberikan individu alat yang mereka butuhkan untuk sukses dalam berbagai aspek kehidupan.

- With the right education, people can achieve their goals and make a positive impact on society.

Dengan pendidikan yang tepat, orang dapat mencapai tujuan mereka dan memberikan dampak positif pada masyarakat.

Exercise 7

1. The tea was still boiling after it was served.

Answer: Passive voice. Revision: The tea still boiled after he/she served it.

2. We worked on our papers all night.

Answer: Active voice. Subject: we. Verb: worked.

3. The wind was making the tree sway.

Answer: Passive voice. Revision: The wind made the tree sway.

4. She has been holding her hand up to answer the question.

Answer: Passive voice. Revision: She held her hand up to answer the question.

5. The three cats were being walked.

Answer: Passive voice. Revision: He walked his three cats.

6. The earth continually spins on its axis.

Answer: Active voice. Subject: the earth. Verb: spins.

7. The fifth-grade students were released from class.

Answer: Passive voice. Revision: The teacher released the fifth-grade students from class.

8. Tara gave the speech flawlessly.

Answer: Active voice. Subject: Tara. Verb: gave.

9. Without interruption, the scarf was knit by her.

Answer: Passive voice. Revision: Without interruption, she knit the scarf.

10. We were driven to the beach by Caleb in his minivan.
Answer: Passive voice. Revision: Caleb drove us to the beach in his minivan.
11. The class was taught by Juan in the evenings.
Answer: Passive voice. Revision: Juan taught the class in the evenings.
12. Café Soliz closed early, so we brewed our own pot of coffee.
Answer: Active voice. Subjects: Café Soliz, we. Verbs: closed, brewed.
13. The professor and her aid passed out the exam, and it was taken by the students.
Answer: Active voice, Passive voice. Subjects: the professor and her aid. Verb: passed.
Revision: The professor and her aid passed out the exam, and the students took it.
14. Rachel explained the importance of proofreading one's sentences.
Answer: Active voice. Subject: Rachel. Verb: explained.
15. The exercise sheet was finished by you!
Answer: Passive voice. Revision: You finished the exercise sheet!

Exercise 8

Here is the classification of each sentence in the passage as either Active Voice or Passive Voice:

1. Indonesia is the largest archipelago in the world, consisting of over 17,000 islands.
 - Active Voice
2. The country is located in Southeast Asia and is known for its diverse cultures and rich history.
 - Passive Voice
3. Each island offers unique traditions and languages.
 - Active Voice

4. Many tourists visit Indonesia every year to explore its natural beauty and vibrant cities.
 - Active Voice
5. The capital city, Jakarta, serves as the economic and political hub of the country.
 - Active Voice
6. It is bustling with life, where street vendors sell delicious local dishes.
 - Active Voice
7. The National Monument, a towering symbol of Indonesia's independence, attracts many visitors.
 - Active Voice
8. The monument was inaugurated in 1975, and it has since become a landmark in the city.
 - Passive Voice
9. Bali, another popular destination, is famous for its stunning beaches and lush landscapes.
 - Passive Voice
10. Tourists flock to Bali for its vibrant nightlife and cultural performances.
 - Active Voice
11. The island is often referred to as the "Island of the Gods" due to its rich spiritual heritage.
 - Passive Voice
12. Many temples, such as Uluwatu Temple, are visited by tourists who seek to experience the local culture.
 - Passive Voice
13. Indonesia is also home to incredible biodiversity.
 - Active Voice

14. The tropical rainforests in Sumatra and Borneo are inhabited by unique wildlife, including orangutans and tigers.
 - Passive Voice
15. Conservation efforts are being made to protect these endangered species.
 - Passive Voice
16. Various organizations have been established, and their work is vital for preserving Indonesia's natural heritage.
 - Passive Voice
17. The country's economy relies heavily on agriculture, mining, and tourism.
 - Active Voice
18. Coffee, palm oil, and spices are among the main exports.
 - Active Voice
19. In recent years, the government has implemented reforms to attract foreign investment.
 - Active Voice
20. Many international companies have established operations in Indonesia, contributing to the country's economic growth.
 - Active Voice
21. Despite its economic progress, Indonesia faces several challenges.
 - Active Voice
22. Environmental issues, such as deforestation and pollution, threaten its ecosystems.
 - Active Voice
23. The government has been criticized for its handling of these problems.
 - Passive Voice
24. However, several initiatives have been launched to promote sustainable practices and raise awareness among the population.
 - Passive Voice

25. Indonesia's cultural heritage is incredibly diverse, with hundreds of ethnic groups and languages.
 - Active Voice
26. Traditional music and dance play a significant role in local celebrations.
 - Active Voice
27. Festivals, such as Nyepi in Bali, are celebrated with great enthusiasm.
 - Passive Voice
28. These cultural practices are passed down through generations, ensuring that the rich traditions of Indonesia are preserved for future generations.
 - Passive Voice

Exercise 9

1. Leaving the house early, he avoided the traffic.
Keluar dari rumah lebih awal, dia terhindar dari kemacetan.
Analysis: The participle clause “Leaving the house early” can be interpreted in two ways:
 - **Chronological order:** He left the house first, and then as a result, he avoided the traffic.
 - **Cause-effect:** Leaving early was the reason he avoided the traffic. The Indonesian translation retains this ambiguity, as “Keluar dari rumah lebih awal” can imply either sequence or reason.
2. Tired from the journey, she went straight to bed.
Lelah setelah perjalanan, dia langsung pergi tidur. **Analysis:** This sentence indicates a cause-effect relationship, where “Tired from the journey” explains why she went to bed. The translation “Lelah setelah perjalanan” carries the same causal interpretation, and it's unlikely to be read as purely chronological in Indonesian.

3. Hoping for good weather, they planned a picnic for the weekend. *Berharap cuaca akan cerah, mereka merencanakan piknik untuk akhir pekan.* **Analysis:** The participle clause “Hoping for good weather” can be understood as:
- **Reason:** Their hope for good weather led them to plan a picnic.
 - **Chronological order:** They hoped for good weather while planning the picnic. The translation “Berharap cuaca akan cerah” keeps both interpretations intact, allowing for either cause or coincidence.
4. Waiting for the bus, she realized she had left her phone at home. *Sambil menunggu bus, dia menyadari bahwa dia meninggalkan ponselnya di rumah.* **Analysis:** Here, the participle clause “Waiting for the bus” could imply:
- **Chronological order:** She realized she left her phone while waiting for the bus.
 - **Circumstance:** The situation of waiting for the bus led her to remember the phone. The Indonesian translation “Sambil menunggu bus” preserves both possible interpretations, as “sambil” can express both simultaneity and the circumstance under which she realized the fact.

UNIT 5

Exercise 1

1. They work at a big company.
 - a. Subject: "They"
Explanation: The word "They" is a pronoun that serves as the subject of the sentence. It refers to the people performing the action.
 - b. Predicate: "work"
Explanation: The word "work" is a verb that serves as the predicate. It indicates the action that the subject is performing.
 - c. Additional Elements: "at a big company"
Explanation: This is a prepositional phrase. "At" is a preposition that introduces the phrase, "a big company" is the object of the preposition, where "company" is the noun, "big" is an adjective modifying "company," and "a" is an article modifying "company." This phrase provides more information about where the action of "working" takes place.
2. We always walk to campus.
 - a. Subject: "We"
Explanation: The word "We" is a pronoun that serves as the subject, referring to the people who are performing the action.
 - b. Predicate: "always walk"
Explanation: The word "walk" is the main verb that describes the action being performed by the subject. "Always" is an adverb that modifies "walk" by describing how frequently the action occurs.
 - c. Additional Elements: "to campus"
Explanation: This is a prepositional phrase. "To" is a preposition, and "campus" is the noun that serves as the

object of the preposition. The phrase tells us where the action of walking is directed.

3. The bright sun shines in the sky.
 - a. Subject: "The bright sun"
Explanation: "Sun" is the main noun serving as the subject. "Bright" is an adjective that modifies "sun" by describing its quality, and "The" is an article that specifies the noun.
 - b. Predicate: "shines"
Explanation: The verb "shines" serves as the predicate, indicating the action performed by the subject (the sun).
 - c. Additional Elements: "in the sky"
Explanation: This is a prepositional phrase where "in" is the preposition, and "the sky" is the object of the preposition. "Sky" is the noun, and "the" is an article modifying "sky." The phrase describes the location where the action of shining occurs.
4. We laughed so hard at the funny joke.
 - a. Subject: "We"
Explanation: "We" is a pronoun acting as the subject, referring to the people who are performing the action.
 - b. Predicate: "laughed so hard"
Explanation: "Laughed" is the main verb, indicating the action performed by the subject. "So hard" is an adverbial phrase that modifies "laughed" by describing the intensity of the action.
 - c. Additional Elements: "at the funny joke"
Explanation: This is a prepositional phrase. "At" is a preposition, and "the funny joke" is the object of the preposition. "Joke" is the main noun, "funny" is an adjective modifying "joke," and "the" is an article modifying "joke." This phrase explains what caused the laughter.

5. The cat sleeps peacefully on the sofa.
 - a. Subject: "The cat"
Explanation: "Cat" is the noun serving as the subject, with "the" as an article specifying the noun.
 - b. Predicate: "sleeps peacefully"
Explanation: "Sleeps" is the main verb, indicating the action performed by the subject. "Peacefully" is an adverb that modifies "sleeps," describing how the action occurs.
 - c. Additional Elements: "on the sofa"
Explanation: This is a prepositional phrase. "On" is the preposition, and "the sofa" is the object of the preposition. "Sofa" is the noun, and "the" is an article modifying "sofa." The phrase tells us where the action of sleeping takes place.
6. My friends play football on weekends.
 - a. Subject: "My friends"
Explanation: "Friends" is the noun serving as the subject, with "my" as a possessive adjective that modifies "friends," indicating whose friends they are.
 - b. Predicate: "play football"
Explanation: "Play" is the main verb indicating the action performed by the subject, and "football" is the object of the verb, indicating what they play.
 - c. Additional Elements: "on weekends"
Explanation: This is a prepositional phrase. "On" is the preposition, and "weekends" is the noun serving as the object of the preposition. The phrase provides information about when the action takes place.
7. The big tree fell to the ground.
 - a. Subject: "The big tree"
Explanation: "Tree" is the noun serving as the subject, with "big" as an adjective modifying "tree" and "the" as an article specifying the noun.

- b. Predicate: "fell"
Explanation: "Fell" is the main verb indicating the action performed by the subject.
 - c. Additional Elements: "to the ground"
Explanation: This is a prepositional phrase. "To" is the preposition, and "the ground" is the object of the preposition. "Ground" is the noun, and "the" is an article modifying "ground." The phrase describes the destination of the action.
8. She is speaking to her friend now.
- a. Subject: "She"
Explanation: "She" is a pronoun serving as the subject, referring to the person performing the action.
 - b. Predicate: "is speaking"
Explanation: "Is speaking" is a verb phrase, where "is" is an auxiliary verb and "speaking" is the main verb, indicating the action being performed by the subject.
 - c. Additional Elements: "to her friend"
 - 1) Explanation: This is a prepositional phrase. "To" is the preposition, and "her friend" is the object of the preposition. "Friend" is the noun, and "her" is a possessive adjective modifying "friend," indicating whose friend it is. The phrase provides more detail about to whom the action is directed.
 - 2) Additional Elements: "now"
 - 3) Explanation: "Now" is an adverb that provides information about when the action is taking place.
9. We studied hard for the exam yesterday.
- a. Subject: "We"
Explanation: "We" is a pronoun serving as the subject, referring to the people performing the action.

- b. Predicate: "studied hard"
Explanation: "Studied" is the main verb indicating the action performed by the subject, and "hard" is an adverb modifying "studied," describing the intensity of the action.
- c. Additional Elements: "for the exam"
 - 1) Explanation: This is a prepositional phrase. "For" is the preposition, and "the exam" is the object of the preposition. "Exam" is the noun, and "the" is an article modifying "exam." The phrase provides information about the purpose of the studying.
 - 2) Additional Elements: "yesterday"
 - 3) Explanation: "Yesterday" is an adverb that provides information about when the action took place.

10. Some birds are beautifully singing outside my window.

- a. Subject: "Some birds"
Explanation: "Birds" is the noun serving as the subject, with "some" as an adjective modifying "birds."
- b. Predicate: "are beautifully singing"
Explanation: "Are beautifully singing" is a verb phrase where "are" is an auxiliary verb and "singing" is the main verb. "Beautifully" is an adverb that modifies "singing," describing how the action is performed.
- c. Additional Elements: "outside my window"
Explanation: This is a prepositional phrase. "Outside" is a preposition, and "my window" is the object of the preposition. "Window" is the noun, and "my" is a possessive adjective modifying "window." The phrase provides information about the location of the action.

Exercise 2

1. The sun is shining brightly,
 - a. *for* the clouds have finally cleared after days of rain.
 - b. *and* the temperature is just right for a day outside.
 - c. *yet* the forecast predicts rain later in the afternoon.
2. My friends were excited about the trip,
 - a. *for* we had been planning it for months.
 - b. *and* they couldn't stop talking about it.
 - c. *but* they were also anxious about the long flight.
3. The market is crowded,
 - a. *for* it's the holiday season and everyone is shopping.
 - b. *and* the noise is almost overwhelming.
 - c. *yet* we still managed to find some good deals.
4. My father tried to fix the car himself,
 - a. *for* he didn't want to spend money on a mechanic.
 - b. *and* he worked on it all weekend.
 - c. *but* he eventually had to give up.
5. We want to go to the beach,
 - a. *for* the weather is perfect for a swim.
 - b. *and* we've already packed our bags.
 - c. *or* we could visit the mountains if it gets too hot.
6. She studied hard for the exam,
 - a. *for* she knew how important it was for her future.
 - b. *and* she spent hours reviewing her notes.
 - c. *yet* she still felt nervous on the day of the test.
7. Diana didn't like the horror movie,
 - a. *for* it was too frightening for her taste.
 - b. *nor* did she enjoy the dark and creepy atmosphere.
 - c. *but* she stayed until the end to see how it concluded.

8. They were tired after the long hike,
 - a. *for* they had been walking since early morning.
 - b. *and* their legs were starting to ache.
 - c. *yet* they were determined to reach the summit.
9. My mother forgot to pick me up,
 - a. *for* she was stuck in a meeting that ran late.
 - b. *and* I waited for almost an hour.
 - c. *so* I decided to walk home instead.
10. Tommy will go out for dinner,
 - a. *for* he has a coupon for his favorite restaurant.
 - b. *and* he's looking forward to trying a new dish.
 - c. *or* he might invite a friend to join him.

Exercise 3

Part 1: Identifying and Analyzing Complex Sentences

1. Identify the sentence that is not complex:
 - d) "I will meet you at the library."
 - Explanation: This sentence is a simple sentence because it contains only one independent clause. It has a subject ("I"), a verb ("will meet"), and an object ("you at the library"), but no dependent clause. The other options contain both independent and dependent clauses, making them complex sentences.
2. In the sentence "If the weather improves, we might have the event outdoors," what role does the dependent clause play?
 - a) It introduces a condition.
 - Explanation: The dependent clause "If the weather improves" sets a condition that must be met for the action in the independent clause ("we might have the event outdoors") to occur. This is typical of conditional sentences where the dependent clause begins with "if."

3. Which of the following sentences contains a restrictive relative clause?
- a) "The students who need extra help can attend the tutoring session."
 - Explanation: The clause "who need extra help" is a restrictive relative clause because it specifies which students can attend the tutoring session. It limits the subject "students" to a particular group, making it essential to the meaning of the sentence.
4. In the sentence "Whenever he travels, he brings back souvenirs," what would happen if the dependent clause were removed?
- a) The sentence would lose its time-related context.
 - Explanation: The dependent clause "Whenever he travels" provides the time context for the action of bringing back souvenirs. Removing this clause would result in the sentence "He brings back souvenirs," which lacks the specific information about when this action occurs.

Part 2: Constructing Complex Sentences

1. Transform the following sentence into a complex sentence by adding a dependent clause that indicates why the action took place:
- Original Sentence: "She left the party early."
 - Complex Sentence: "She left the party early because she wasn't feeling well."
 - Explanation: The dependent clause "because she wasn't feeling well" provides a reason for her leaving, turning the simple sentence into a complex sentence.
2. Combine the following sentences into one complex sentence using a non-restrictive relative clause:
- Original Sentences: "The museum was closed for renovations."
"It is located in the city center."

- Complex Sentence: "The museum, which is located in the city center, was closed for renovations."
 - Explanation: The non-restrictive relative clause "which is located in the city center" adds extra information about the museum. This clause is non-restrictive because it is not essential to the main point of the sentence but provides additional context.
3. Create a complex sentence using the subordinating conjunction "unless," and include a non-restrictive relative clause:
 - Complex Sentence: "Unless it rains, the picnic, which we have been planning for weeks, will take place in the park."
 - Explanation: The sentence uses "unless" as a subordinating conjunction to introduce a condition under which the event will happen. The non-restrictive relative clause "which we have been planning for weeks" provides additional information about the picnic.
 4. Rewrite the following compound sentence as a complex sentence by changing one of the independent clauses into a dependent clause:
 - Original Sentence: "She enjoys reading, and she often visits the library."
 - Complex Sentence: "Because she enjoys reading, she often visits the library."
 - Explanation: By turning "she enjoys reading" into the dependent clause "Because she enjoys reading," the sentence becomes complex, as it now contains one dependent and one independent clause.
 5. Construct a complex sentence that uses both a restrictive relative clause and a subordinating conjunction:
 - Complex Sentence: "The book that she recommended is fascinating because it explores unique historical events."

- Explanation: The restrictive relative clause "that she recommended" specifies which book is being discussed, and the subordinating conjunction "because" introduces the reason why the book is fascinating.
6. Rearrange the following sentence to place the dependent clause at the beginning, and explain how this affects the emphasis of the sentence:
- Original Sentence: "The teacher was impressed because the students completed their project early."
 - Rearranged Sentence: "Because the students completed their project early, the teacher was impressed."
 - Explanation: Placing the dependent clause "Because the students completed their project early" at the beginning shifts the emphasis to the reason for the teacher's impression. This arrangement highlights the cause of the teacher's reaction, making it the focal point of the sentence and setting the context before introducing the main action ("the teacher was impressed").

Exercise 4

Part 1: Identifying and Analyzing Compound-Complex Sentences

1. Which of the following sentences is a compound-complex sentence?
- b) "Although the benefits could be significant, the financial risks are considerable, and the board is divided on the decision."

Explanation:

- Dependent Clause: "Although the benefits could be significant" (introduces a contrast).
- Independent Clauses: "The financial risks are considerable" and "the board is divided on the decision."
- Coordinating Conjunction: "and" connects the two independent clauses.

- Structure: This sentence is a compound-complex sentence because it contains one dependent clause and two independent clauses.
2. Identify the dependent clauses in the following sentence:
- Sentence: "If the expansion is approved, and the funding is secured, the organization will start planning the new programs."
 - Dependent Clauses: "If the expansion is approved" and "and the funding is secured" (note: "and the funding is secured" is not a dependent clause; it is part of a compound structure connecting two independent clauses).

Explanation:

- Dependent Clause: "If the expansion is approved" (introduces a condition).
 - Independent Clauses: "The organization will start planning the new programs" and "and the funding is secured" (part of the compound structure).
3. Which sentence combines both a compound sentence and a complex sentence?
- a) "The organization must consider the benefits of expansion, but it also needs to address the financial risks, since the current resources are limited."

Explanation:

- Compound Component: "The organization must consider the benefits of expansion, but it also needs to address the financial risks."
- Complex Component: "since the current resources are limited" (provides a reason).
- Structure: This sentence combines a compound sentence with a complex sentence.

4. Explain how the following sentence functions as a compound-complex sentence:
- Sentence: "Since the potential benefits are high, and the financial risks are manageable, the leadership team is considering the expansion, although they are still debating the impact on current programs."
 - Dependent Clauses: "Since the potential benefits are high" (introduces a reason) and "although they are still debating the impact on current programs" (provides a contrast).
 - Independent Clauses: "The leadership team is considering the expansion" and "the financial risks are manageable."
 - Explanation: This sentence functions as a compound-complex sentence because it includes one dependent clause providing a reason, two independent clauses linked by "and," and another dependent clause providing a contrast.

Part 2: Constructing Compound-Complex Sentences

5. Combine these two sentences into a compound-complex sentence:
- a. Sentences:
- "The organization has successfully implemented its current programs."
 - "It is now considering expanding to new regions, but the board is concerned about the costs and resource allocation."
- b. Combined Sentence: "Although the organization has successfully implemented its current programs, it is now considering expanding to new regions, but the board is concerned about the costs and resource allocation."

Explanation:

- Dependent Clause: "Although the organization has successfully implemented its current programs" (introduces a contrast).

- Independent Clauses: "It is now considering expanding to new regions" and "the board is concerned about the costs and resource allocation."
 - Coordinating Conjunction: "but" connects the two independent clauses.
6. Rewrite the following simple sentences into a compound-complex sentence using appropriate conjunctions and clauses:
- a. Sentences:
 - "The non-profit has received positive feedback from the community."
 - "The leadership team needs to secure additional funding."
 - "The expansion could help more people."
 - b. Combined Sentence: "Although the non-profit has received positive feedback from the community, the leadership team needs to secure additional funding, for the expansion could help more people."

Explanation:

- Dependent Clause: "Although the non-profit has received positive feedback from the community" (provides a contrast).
 - Independent Clauses: "The leadership team needs to secure additional funding" and "for the expansion could help more people" (provides a reason).
 - Coordinating Conjunction: "for" introduces the reason for securing additional funding.
7. Create a compound-complex sentence that includes a dependent clause introducing a contrast and another clause providing a result.
- Sentence: "Although the expansion could significantly increase community outreach, it may also strain current resources, so the organization needs to carefully evaluate the potential impact."

Explanation:

- Dependent Clause: "Although the expansion could significantly increase community outreach" (introduces a contrast).
 - Independent Clauses: "It may also strain current resources" and "the organization needs to carefully evaluate the potential impact."
 - Coordinating Conjunction: "so" indicates the result of the potential strain on resources.
8. Combine the following sentences into a single compound-complex sentence:
- a. Sentences:
- "The expansion could enhance the organization's impact."
 - "The leadership is also concerned about overextending resources."
 - "The board members are debating the best course of action."
- b. Combined Sentence: "The expansion could enhance the organization's impact, but the leadership is also concerned about overextending resources, so the board members are debating the best course of action."

Explanation:

- Independent Clauses: "The expansion could enhance the organization's impact" and "the leadership is also concerned about overextending resources."
- Dependent Clause: "so the board members are debating the best course of action" (provides the result).
- Coordinating Conjunction: "but" introduces the contrast between the potential benefits and concerns.

9. Construct a compound-complex sentence using both a reason and a condition related to the case study.

- Sentence: "Since the organization wants to maximize its impact, it is considering expansion, but it will only proceed if the additional funding is secured."

Explanation:

- Dependent Clauses: "Since the organization wants to maximize its impact" (provides a reason) and "if the additional funding is secured" (introduces a condition).
- Independent Clause: "It is considering expansion" and "it will only proceed" (conditional outcome).

10. Rewrite the following compound sentence as a compound-complex sentence by adding a dependent clause that explains a reason or condition:

- Sentence: "The organization is planning to expand its programs, and it is preparing a detailed budget."
- Rewritten Sentence: "The organization is planning to expand its programs, and it is preparing a detailed budget because it needs to ensure financial stability before moving forward."

Explanation:

- Independent Clauses: "The organization is planning to expand its programs" and "it is preparing a detailed budget."

Dependent Clause: "because it needs to ensure financial stability before moving forward" (explains the reason for preparing the budget).

Exercise 5

1. Translation and Explanation:

Sentence: "Because the organization implemented a cutting-edge AI-driven analytics system, and has integrated it with the existing CRM, the team has seen a significant improvement in data accuracy, although there are still some integration challenges."

Translation: "Karena organisasi menerapkan sistem analitik berbasis AI yang mutakhir, dan telah mengintegrasikannya dengan CRM yang ada, tim menemukan peningkatan signifikan dalam akurasi data, meskipun masih ada beberapa tantangan integrasi."

Explanation:

- "AI-driven analytics system": Translated as "sistem analitik berbasis AI" to preserve the technical term.
- "CRM": Retained as "CRM" because it is a commonly used acronym in Indonesian for "Customer Relationship Management."
- "Integration challenges": Translated as "tantangan integrasi" to reflect the technical difficulty in merging systems.

2. Translation and Explanation:

Sentence: "Although the new policy was designed to streamline operations and align with global best practices, many employees are struggling to adapt due to significant changes in their daily workflow."

Translation: "Meskipun kebijakan baru itu dirancang untuk mempermudah operasi, dan sejalan dengan praktik terbaik global, banyak karyawan kesulitan beradaptasi karena perubahan signifikan dalam alur kerja harian mereka."

Explanation:

- "Streamline operations": Translated as "mempermudah operasi" to capture the technical aim of making processes more efficient.
- "Global best practices": Translated as "praktik terbaik global" to convey the standard practices accepted internationally.

3. Translation and Explanation:

Sentence: "Because the tech startup received venture capital funding and is rapidly scaling its operations, it is facing challenges

in maintaining its core values, although the potential for market disruption is high."

Translation: "Karena startup teknologi mendapatkan pendanaan modal ventura dan sedang memperbesar operasinya dengan cepat, mereka menghadapi tantangan dalam mempertahankan nilai-nilai inti mereka, meskipun potensi gangguan pasar sangat tinggi."

Explanation:

- "Venture capital funding": Translated as "pendanaan modal ventura" to retain the specific financial term.
- "Market disruption": Translated as "gangguan pasar" to preserve the technical concept of significant changes in the market.

4. Translation and Explanation:

Sentence: "Since the software update was launched and introduced several new features, users have reported improved performance, but the customer support team is overwhelmed with inquiries about the new functionalities."

Translation: "Sejak pembaruan perangkat lunak itu diluncurkan, dan memperkenalkan beberapa fitur baru, pengguna telah melaporkan peningkatan kinerja, tetapi tim layanan pelanggan kewalahan dengan pertanyaan tentang fungsi baru."

Explanation:

- "Software update": Translated as "pembaruan perangkat lunak" to reflect the technical update of software.
- "Overwhelmed with inquiries": Translated as "kewalahan dengan pertanyaan" to preserve the idiomatic expression describing being inundated with questions.

5. Translation and Explanation:

Sentence: "Although the research project is on track to meet its milestones and the team has successfully implemented several

innovative solutions, they still need to address feedback from the peer review panel."

Translation: "Meski proyek penelitian itu berada di jalur yang benar untuk mencapai tonggak capaiannya, dan tim telah berhasil menerapkan beberapa solusi inovatif, mereka masih perlu menangani masukan/saran dari panel peninjau sejawat."

Explanation:

- "Research project milestones": Translated as "tonggak capaiannya" to convey key stages in a project.
- "Peer review panel": Translated as "panel peninjau sejawat" to reflect the academic context of evaluating research by experts in the field.

6. Translation and Explanation:

Sentence: "Although the company's new marketing strategy has hit all the right notes and started generating buzz, there are concerns about whether it can maintain this momentum in the long term."

Translation: "Meskipun strategi pemasaran baru perusahaan itu berhasil mencapai sasaran yang tepat, dan telah mulai menarik perhatian, ada kekhawatiran apakah strategi ini dapat mempertahankan momentum ini dalam jangka panjang."

Explanation:

- "Hit all the right notes": Translated as "berhasil mencapai sasaran yang tepat" to convey the 'idiomatic success of the strategy' using paraphrase.
- "Generate buzz": Translated as "menarik perhatian" to reflect the idea of creating excitement or interest.

7. Translation and Explanation:

Sentence: "Since the merger was completed and the teams have been working together smoothly, there have been a few bumps along the road, but the overall synergy has benefited both parties."

Translation: "Sejak penggabungan perusahaan selesai, dan tim telah bekerja bersama dengan lancar, ada beberapa kendala di sepanjang jalan, tetapi sinergi keseluruhan telah menguntungkan kedua belah pihak."

Explanation:

- "Bumps along the road": Translated as "kendala di sepanjang jalan" to capture the idiomatic expression for difficulties encountered.
- "Synergy": Retained as "sinergi" to reflect the concept of combined effectiveness resulting from the merger.

8. Translation and Explanation:

Sentence: "Although the project manager has hit the ground running with the new initiative and the team is excited about the prospects, the tight deadlines are putting everyone under a lot of pressure."

Translation: "Meskipun manajer proyek telah memulai inisiatif baru dengan cepat, dan tim bersemangat tentang prospek tersebut, tenggat waktu yang ketat memberikan banyak tekanan kepada semua orang."

Explanation:

- "Hit the ground running": Translated as "memulai dengan cepat" to convey the idiomatic start of a project with immediate effectiveness.
- "Under a lot of pressure": Translated as "memberikan banyak tekanan" to reflect the idiomatic stress and urgency.

9. Translation and Explanation:

Sentence: "Because the company has adopted a green technology initiative and is seeing a reduction in operational costs, the next step is to scale this practice across all divisions, although there is some resistance from traditionalists."

Translation: "Karena perusahaan telah mengadopsi inisiatif teknologi hijau, dan mulai mengalami pengurangan dalam biaya

operasional, langkah selanjutnya adalah memperbesar praktik ini ke seluruh divisi, meskipun ada beberapa penolakan dari pihak yang konservatif."

Explanation:

- "Green technology initiative": Translated as "inisiatif teknologi hijau" to convey the concept of environmentally friendly technology.
- "Operational costs": Translated as "biaya operasional" to reflect the financial aspects of running the business.

10. Translation and Explanation:

Sentence: "Since the launch of the new digital platform and its integration with social media channels, user engagement metrics have soared, although the IT department is still addressing some backend issues."

Translation: "Sejak peluncuran platform digital baru dan integrasi dengan saluran media sosial, metrik keterlibatan pengguna telah melonjak, meskipun departemen TI masih berusaha mengatasi beberapa masalah *backend*."

Explanation:

- "Digital platform": Translated as "platform digital" to reflect the technological nature of the platform.
- "User engagement metrics": Translated as "metrik keterlibatan pengguna" to convey the measurement of user interaction.

"Soared": Translated as "melonjak" to reflect the idiomatic rise in metrics.

Exercise 6

Part 1: Fill in the Blanks

1. **Answer:** *yet*

Explanation: "Yet" is used here to show contrast between the team's thorough preparation and the client's lack of impression.

2. **Answer:** *but*
Explanation: "But" contrasts the company's global expansion with the ongoing challenges in maintaining quality control.
3. **Answer:** *nor*
Explanation: "Nor" is used in correlative conjunctions to link two negative statements, indicating that neither the project manager nor the team members were aware.
4. **Answer:** *even though*
Explanation: "Even though" is a subordinating conjunction that introduces a contrast between her determination to succeed and the obstacles she faced.
5. **Answer:** *however*
Explanation: "However" is a conjunctive adverb that contrasts the recommendation of the software with the complexity of its implementation.
6. **Answer:** *or*
Explanation: "Or" presents alternative choices for how to travel to the meeting.
7. **Answer:** *yet*
Explanation: "Yet" contrasts the team's exhaustion with their ability to finish the project on time.
8. **Answer:** *but*
Explanation: "But" is used to contrast her excellent communication skills with the need to improve her time management.
9. **Answer:** *so*
Explanation: "So" indicates the cause-and-effect relationship between the project's delay and the team's overtime work.
10. **Answer:** *since*
Explanation: "Since" is a subordinating conjunction that explains the reason for his promotion due to his leadership skills.

11. **Answer:** *but*
Explanation: "But" is part of the correlative conjunction "not only...but also," linking the two positive accomplishments.
12. **Answer:** *and*
Explanation: "And" connects the powerful speech with the resulting inspiration of the employees.
13. **Answer:** *but*
Explanation: "But" contrasts her desire to attend the conference with her prior commitment.
14. **Answer:** *or*
Explanation: "Or" presents two alternatives regarding his job roles.
15. **Answer:** *but*
Explanation: "But" contrasts the plan to launch the product with the production issues causing a delay.
16. **Answer:** *so*
Explanation: "So" indicates the cause-and-effect relationship between the report being due and the need to finish it today.
17. **Answer:** *and*
Explanation: "And" adds the fact that the seminar was informative and covered new techniques.
18. **Answer:** *yet*
Explanation: "Yet" contrasts her tiredness with her decision to continue working.
19. **Answer:** *but*
Explanation: "But" contrasts the careful review of the budget proposal with the remaining questions.
20. **Answer:** *since*
Explanation: "Since" explains the reason he decided to stay home due to the heavy rain.

Part 2: Rewrite the Sentences

1. **Original:** "If the proposal is approved, the company will initiate the project, but it will require additional resources to complete it on time."

Rewrite: "Either the proposal will be approved, *or* the company will not be able to initiate the project without additional resources."

Explanation: "Or" is used in the correlative conjunction "either... or" to present two contrasting outcomes.

2. **Original:** "She was late to the meeting because she missed the bus, and she had to wait for the next one."

Rewrite: "She was late to the meeting because she missed the bus; *therefore*, she had to wait for the next one."

Explanation: "Therefore" is a conjunctive adverb that shows cause and effect between missing the bus and waiting for the next one.

3. **Original:** "Despite the fact that the team worked hard, they did not meet the deadline, and they were required to explain the delay."

Rewrite: "Although the team worked hard, they did not meet the deadline, *so* they were required to explain the delay."

Explanation: "So" introduces the consequence of not meeting the deadline, requiring an explanation.

4. **Original:** "The proposal, which was submitted last week, has not yet been reviewed, although it is crucial for the upcoming project."

Rewrite: "The proposal has not yet been reviewed; *however*, it is crucial for the upcoming project."

Explanation: "However" is a conjunctive adverb that adds emphasis to the importance of the proposal despite the delay in review.

5. **Original:** "She is both a brilliant strategist and a talented leader, which makes her an invaluable asset to the team."

Rewrite: "She is not only a brilliant strategist *but also* a talented leader, which makes her an invaluable asset to the team."

Explanation: "Not only...but also" is a correlative conjunction that emphasizes both of her qualities, making her invaluable to the team.

Exercise 7

Note: The answer key provides examples of translations into Indonesian. Adjustments might be needed based on context or specific language use.

Case Study 1: Business Expansion

1. **Original Sentence:**

"If the company meets its expansion goals, the new benefits program will be introduced, and the staff will be excited about it."

Ambiguity: It is unclear whether "it" refers to the "expansion goals" or the "new benefits program."

Rewritten Sentence:

"If the company meets its expansion goals, the new benefits program will be introduced. The staff will be excited about the new benefits program."

Explanation: Separating the sentences clarifies that the staff's excitement is specifically about the new benefits program, not the expansion goals.

2. **Original Sentence:**

"The marketing team will launch the campaign next week, and the project manager will review it to ensure it aligns with the company's goals."

Ambiguity: "It" could refer to either the "campaign" or the "launch."

Rewritten Sentence:

"The marketing team will launch the campaign next week. The project manager will review the campaign to ensure it aligns with the company's goals."

Explanation: Using "the campaign" instead of "it" removes ambiguity and clearly indicates what will be reviewed.

3. **Original Sentence:**

"Neither the HR department nor the finance team has finalized the details, which could delay the benefits program rollout."

Ambiguity: The phrase "the details" is vague and might not clearly connect to what it pertains to.

Rewritten Sentence:

"Neither the HR department nor the finance team has finalized the details of the benefits program, which could delay the rollout."

Explanation: Specifying "the details of the benefits program" clarifies what is not yet finalized and could cause delays.

Case Study 2: Legal Dispute

4. **Original Sentence:**

"The attorney argued that the evidence was insufficient to prove the defendant's guilt, although the prosecutor presented several witnesses."

Ambiguity: The relationship between the insufficiency of evidence and the presentation of witnesses is unclear.

Rewritten Sentence:

"The attorney argued that the evidence was insufficient to prove the defendant's guilt. However, the prosecutor presented several witnesses, which the attorney needed to address."

Explanation: Breaking it into two sentences clarifies that the attorney's argument about evidence insufficiency is a separate point from the prosecutor presenting witnesses.

5. **Original Sentence:**

"If the judge rules in favor of the plaintiff, the defendant will have to pay damages, which could be significant depending on the case outcome."

Ambiguity: The phrase "which could be significant" is ambiguous regarding what "significant" depends on.

Rewritten Sentence:

"If the judge rules in favor of the plaintiff, the defendant will have to pay damages. The amount of damages could be significant, depending on the case outcome."

Explanation: Clearly stating that the amount of damages could vary based on the case outcome removes ambiguity.

6. **Original Sentence:**

"The defendant's attorney claims that the evidence is circumstantial, but the prosecution believes it is strong enough to warrant a conviction."

Ambiguity: There is minimal ambiguity, but clarifying "it" can make the sentence clearer.

Rewritten Sentence:

"The defendant's attorney claims that the evidence is circumstantial. However, the prosecution believes that the evidence is strong enough to warrant a conviction."

Explanation: Splitting the sentence enhances clarity and explicitly states that the prosecution's belief pertains to the evidence.

Case Study 3: Academic Research

7. **Original Sentence:**

"The researchers concluded that the new teaching method improved student engagement, although they did not observe a significant increase in test scores."

Ambiguity: The contrast between improved engagement and unchanged test scores is not clearly explained.

Rewritten Sentence:

"The researchers concluded that the new teaching method improved student engagement. However, they did not observe a significant increase in test scores."

Explanation: Using "however" clarifies the contrast and makes the sentence easier to understand.

8. Original Sentence:

"The study found that the method was effective in small groups or individual settings, which might not be the case in larger classroom environments."

Ambiguity: "Which might not be the case" is somewhat vague.

Rewritten Sentence:

"The study found that the method was effective in small groups or individual settings, but it might not be as effective in larger classroom environments."

Explanation: Specifying that the method "might not be as effective" directly addresses the potential issue in larger settings.

9. Original Sentence:

"If the preliminary results are promising, the team will publish their findings, and they will continue to monitor the long-term effects of the method."

Ambiguity: The pronoun "they" could be confusing.

Rewritten Sentence:

"If the preliminary results are promising, the team will publish their findings. They will also continue to monitor the long-term effects of the teaching method."

Explanation: Breaking it into two sentences and specifying "the teaching method" clarifies what will be monitored.

Case Study 4: Healthcare Management

10. **Original Sentence:**

"The new patient care program has been well-received by patients, but the impact on overall health outcomes is still being evaluated, and adjustments may be needed."

Ambiguity: The potential need for adjustments is not clearly linked to the evaluation process.

Rewritten Sentence:

"The new patient care program has been well-received by patients. However, its impact on overall health outcomes is still being evaluated, and adjustments to the program may be needed based on these evaluations."

Explanation: Adding "based on these evaluations" clarifies that the need for adjustments is connected to the ongoing evaluation of the program's impact.

Exercise 8

Text 1: Corporate Annual Report

Translation: *"Laporan tahunan itu membahas pertumbuhan perusahaan selama tahun fiskal yang lalu, dengan menampilkan peningkatan pendapatan bersih sebesar 15% serta ekspansi signifikan ke pasar internasional baru. Walaupun pencapaian ini patut diacungi jempol, laporan itu juga membahas tantangan yang dihadapi, termasuk gangguan rantai pasokan dan fluktuasi nilai tukar. Tim manajemen menguraikan inisiatif strategis untuk mengatasi masalah ini dan memastikan pertumbuhan berkelanjutan."*

Revision Guidelines:

- **Cultural Terms:** Ensure that idioms like "patut diacungi jempol" (worthy of a thumbs-up) are appropriately used to convey praise in a culturally relevant way.

- **Collocations:** Use terms like "pendapatan bersih" (net revenue) and "gangguan rantai pasokan" (supply chain disruptions) to maintain professional tone and accuracy.
- **Flow:** Maintain a logical and professional flow that reflects the original report's intent and structure.

Text 2: Scientific Research Findings

Translation: *"Eksperimen itu menunjukkan bahwa obat baru ini mampu meningkatkan kondisi pasien secara signifikan, dengan pengurangan gejala yang mencolok selama periode enam bulan. Namun, studi ini juga mengungkapkan potensi efek samping yang memerlukan investigasi lebih lanjut. Tim peneliti merekomendasikan untuk melakukan uji coba yang lebih besar guna mengonfirmasi temuan ini dan menilai keamanan jangka panjang."*

Revision Guidelines:

- **Technical Terms:** Ensure accurate translation of scientific terms such as "pengurangan gejala" (reduction in symptoms) and "efek samping" (side effects).
- **Cultural Adaptation:** Scientific communication should be clear and precise, using formal language that aligns with Indonesian academic standards.
- **Clarity:** Revise to ensure that the translation maintains the precise tone of the original, focusing on logical flow and technical accuracy.

Text 3: Human Resources Policy Document

Translation: *"Kebijakan SDM yang terkini mencakup pedoman baru untuk pengaturan kerja jarak jauh, menekankan fleksibilitas sambil memastikan produktivitas. Karyawan diwajibkan untuk mengirimkan laporan mingguan yang merinci aktivitas mereka, dan manajer harus melakukan pemeriksaan dua mingguan untuk mendukung dan mengevaluasi kinerja. Langkah-langkah ini dirancang untuk menyeimbangkan integrasi pekerjaan dan kehidupan dengan tujuan organisasi."*

Revision Guidelines:

- **Cultural Terms:** Use HR-related terms like "pengaturan kerja jarak jauh" (remote work arrangements) that resonate with the Indonesian workforce.
- **Collocations:** Maintain terms like "integrasi pekerjaan dan kehidupan" (work-life integration) to ensure clarity and adherence to organizational language.
- **Flow:** Ensure the formal nature and clarity of the guidelines are preserved, reflecting the structure of the original policy document.

Text 4: Financial Analysis Report

Translation: *"Analisis terhadap laporan keuangan perusahaan mengungkapkan neraca yang kuat dengan cadangan likuiditas yang signifikan. Meski demikian, ada kekhawatiran mengenai peningkatan biaya operasional dan penurunan margin keuntungan. Laporan ini menyarankan penerapan langkah-langkah pengendalian biaya dan eksplorasi sumber pendapatan yang baru untuk meningkatkan stabilitas keuangan."*

Revision Guidelines:

- **Technical Terms:** Accurately translate financial terms like "cadangan likuiditas" (liquidity reserves) and "margin keuntungan" (profit margins).
- **Cultural Adaptation:** Adapt financial language to the local context, ensuring that terms are used correctly and effectively in Indonesian.
- **Clarity:** Ensure that the translation clearly conveys the technical details and recommendations, maintaining the professional tone of the original report.

Text 5: Public Relations Statement

Translation: *"Menanggapi pertanyaan media baru-baru ini, perusahaan telah mengeluarkan pernyataan yang menegaskan kembali komitmennya terhadap praktik etis dan transparansi."*

Pernyataan tersebut menanggapi kekhawatiran tentang dampak lingkungan dan menguraikan langkah-langkah yang diambil untuk meningkatkan keberlanjutan. Perusahaan tetap berkomitmen untuk menjaga komunikasi terbuka dengan para pemangku kepentingan dan memastikan operasi yang bertanggung jawab."

Revision Guidelines:

- **Cultural Terms:** Use PR terms like "menegaskan kembali komitmennya" (reaffirm its commitment) that align with corporate communication practices in Indonesia.
- **Idioms:** Ensure idiomatic expressions are culturally appropriate, such as "menjaga komunikasi terbuka" (maintaining open communication).
- **Flow:** Maintain the professional tone and clarity of the statement, ensuring that the message is effectively communicated to the audience.

Text 6: Educational Curriculum Description

Translation: *"Kurikulum baru ini memperkenalkan pendekatan multidisipliner dalam pembelajaran, mengintegrasikan mata pelajaran seperti sains, teknologi, dan seni ke dalam pengalaman pendidikan yang kohesif. Tujuannya adalah untuk menumbuhkan pemikiran kritis dan kreativitas di kalangan siswa sambil mempersiapkan mereka untuk pasar kerja yang berkembang pesat. Rencana pelajaran dan kriteria penilaian yang terperinci disediakan untuk membimbing pendidik dalam menerapkan perubahan ini."*

Revision Guidelines:

- **Cultural Terms:** Adapt educational terms like "pendekatan multidisipliner" (multidisciplinary approach) to fit the Indonesian educational context.
- **Collocations:** Ensure that collocations like "pemikiran kritis" (critical thinking) and "pasar kerja yang berkembang pesat" (rapidly evolving job market) are used correctly.

- **Flow:** Revise to ensure the educational objectives are conveyed clearly, maintaining the logical structure of the curriculum description.

Text 7: Healthcare Patient Information

Translation: *"Pasien yang menjalani protokol penanganan dengan metode baru ini diharapkan mengalami perbaikan kondisi secara bertahap. Protokol ini melibatkan kombinasi pengobatan dan penyesuaian gaya hidup, dengan kontrol rutin untuk memantau perkembangan. Pasien disarankan untuk segera melaporkan efek samping yang mungkin terjadi dan mematuhi resep yang diberikan secara ketat untuk mencapai hasil yang optimal."*

Revision Guidelines:

- **Medical Terms:** Ensure accurate translation of medical terms like "protokol penanganan" (treatment protocol) and "penyesuaian gaya hidup" (lifestyle adjustments).
- **Cultural Adaptation:** Adapt medical language to ensure clarity and ease of understanding for Indonesian patients.
- **Clarity:** Maintain clear and easy-to-follow medical instructions, ensuring that the translation is patient-friendly and accurate.

Text 8: Technology Product Specification

Translation: *"Model terbaru dari perangkat pintar kami dilengkapi dengan prosesor canggih dan masa pakai baterai yang lebih awet, yang menawarkan peningkatan kinerja dan kegunaan. Perangkat ini mencakup fitur keamanan mutakhir seperti autentikasi biometrik dan penyimpanan data terenkripsi. Perangkat ini dirancang agar bisa terintegrasi secara mulus dengan produk rumah pintar lainnya, yang memberikan pengalaman pengguna yang komprehensif dan intuitif."*

Revision Guidelines:

- **Technical Terms:** Ensure technical accuracy in terms like "prosesor yang canggih" (enhanced processor) and "penyimpanan data terenkripsi" (encrypted data storage).
- **Promotional Tone:** Maintain a promotional tone using culturally relevant phrases like "memberikan pengalaman pengguna yang komprehensif" (providing a comprehensive user experience).
- **Flow:** Ensure the translation reads smoothly, reflecting the technical and promotional nature of the original product specification.

Text 9: Environmental Impact Report

Translation: *"Laporan dampak lingkungan ini menilai efek dari kegiatan industri terbaru terhadap ekosistem lokal. Laporan ini mencakup data tentang tingkat polusi, gangguan habitat, dan perubahan ekologis jangka panjang. Rekomendasi untuk mengurangi dampak negatif meliputi penerapan teknologi yang lebih bersih dan praktik konservasi untuk melindungi keanekaragaman hayati."*

Revision Guidelines:

- **Environmental Terms:** Accurately translate environmental terms like "gangguan habitat" (habitat disruption) and "praktik konservasi" (conservation practices).
- **Cultural Adaptation:** Adapt the environmental language to ensure clarity and resonance with Indonesian readers.
- **Clarity:** Ensure that the environmental data and recommendations are clearly and accurately conveyed, maintaining the report's focus on sustainability.

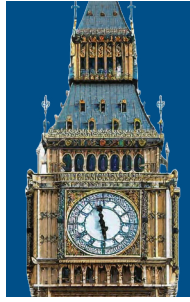
Text 10: Fictional Novel Excerpt

Translation: *"Saat matahari terbenam di sebuah desa yang damai, dia menapaki jalan berbatu, merenungkan peristiwa-peristiwa hari itu. Sore hari yang hening itu terganggu oleh suara musik yang terdengar dari kejauhan, menariknya menuju alun-alun kota di mana sebuah*

festival sedang berlangsung. Warna-warna cerah dan suasana yang meriah sangat kontras dengan suasana hatinya yang suram."

Revision Guidelines:

- **Descriptive Language:** Ensure that descriptive terms like "jalan berbatu" (cobblestone streets) and "suasana yang meriah" (lively atmosphere) are used effectively to maintain the original tone and imagery.
- **Cultural Adaptation:** Adapt cultural references to fit the Indonesian context, ensuring that the atmosphere of the scene is preserved.
- **Flow:** Ensure the translation maintains the narrative style and mood of the original excerpt, capturing the emotional contrasts described.



ABOUT AUTHORS

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Paramita Widya Hapsari is an academic who specializes in the field of translation. With a background in linguistic studies and a particular focus on translation theory and practice, she has dedicated her career to advancing the understanding and application of translation in various contexts. She is currently a faculty member at the Vocational School of Universitas

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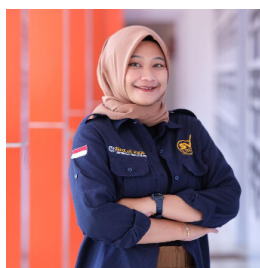


Anita Rusjayanti is an inspiring and energetic educator with a deep commitment in language and communication. After graduating from Universitas Sebelas Maret (UNS) in 2015 with a Master's degree in Applied Linguistics, she has been shaping the future of language professionals at Language Center for four years and now at English Diploma Program of

Vocational School UNS, where she teaches Translation and English for Vocational Purposes. She is also an independent translator known for delivering accurate and contextually appropriate translations across various fields. Her motto is *"Success isn't handed to you — it's earned through relentless hard work and the courage to keep going."* She hopes her journey can inspire others, proving that with dedication, the doors to success are wide open for anyone willing to put in the effort.

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Kennia Wikanditha is a passionate educator with a strong background in linguistics and translation studies. With years of experience at LIA, she now focuses on empowering students through her role at UNS, where she specializes in English for Vocational Purposes.

Kennia is committed to helping her students develop practical language skills that can be applied in real-world contexts, preparing them for success in their respective fields. As an educator, she believes that persistence and a willingness to learn are key to achieving one's goals. Kennia continues to inspire her students by demonstrating that hard work, passion, and resilience can lead to great accomplishments.

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