Appropriateness: the suitability of language use to its context.

Backbone: a structure which embodies the global semantic and schematic structure of the text, which manifests itself in recurrent semantic concepts (e.g. the series of events in a narrative).

Cohesion: a textual phenomenon which occurs when the interpretation of one element in the discourse is dependent on that of another (termed 'relation concept' by Larson). There are four types of cohesive ties: co-referentiality, substitution, ellipsis, and conjunctive (Halliday and Hasan, 1976:4).

Directness-indirectness (in relation to text sub-types): a dimension of communication situation, which includes author-audience relationship and attitude, which is realized in the text through a special way of communicating features, e.g. through an explicit statement such as 'I suppose ...' (direct) or 'It was supposed ....' (indirect).

Effectiveness: the greatest possible achievement of a communicative goal.

Equivalent (Translation Equivalence): SL and TL texts or items are translation equivalents when they are interchangeable in a given situation. TL equivalents are not a search for 'the same meaning' as the SL items, but the greatest possible overlap of aspects of meaning embodied in the situational range.

Formal Correspondent: any TL category (unit, class, structure, elements of structure, etc.) which can be said to occupy, as nearly as possible, the 'same' place in the 'economy' of the TL as the given SL category occupies in the SL (Catford, 1965:27).

Hybridization (see also text type): refers to a shift of contextual focus (thus local) in a particular text type, without necessarily changing the overall purpose of the text.

Meaning (aspects of):
  Referential meaning: refers to what the communication is about. It is the information content, e.g. when we refer to fruit produced by a certain tree as 'apple' (in Halliday's terms, it is referred to as 'experiential meaning', which is a representation of some recognizable phenomenon, which can be expressed as features that can be thought of as representing the real world as it is apprehended in our experience).
  Interpersonal meaning ('situational meaning' in Larson's terms): which is an encoding of the interpersonal aspect of communication, such as speaker-addressee relationship, their social status, age, as well the setting and the purpose of communication.
  Organizational meaning: the putting together of referential information into a coherent whole. The meaning is signalled by deictics, repetition, groupings. This aspect of meaning is referred to as 'textual' meaning by Halliday.

Mistranslation: a case of translation in which shifts of referential

meaning occur.

Notional parameters: a conceptual framework by which the purpose, the characteristics, and the text type can be identified. There are three basic parametrs: contingent temporal succession, agent orientation, and projection (see also notional text types and text types).
Contingent Temporal Succession: refers to a framework of temporal succession in which some (often most) of the events or doings are contingent on previous events or doings.
Agent orientation: refers to the fact that a text may be oriented towards agent (rather than events or process), with at least a partial identity of agent reference running through the text.
Projection: has to do with a situation or action which is contemplated, enjoined, or anticipated but not realized.

Notional text types: refers to the eight-way classification of notional types of text which result from the application of the notional parameters: narrative (projected or unprojected), procedural (projected or unprojected), behavioural (projected or unprojected), and expository (projected or unprojected).

Prominence: a general phenomenon of linguistic and textual highlighting, to indicate saliency of information in a text. There are three types of prominence: thematic, which carries the discourse forward; emphatic, which involves the speaker-hearer relationship; focal prominence, which is to give a special highlighting on the elements of thematic prominence (cf. topic-comment).

Purpose: an overall rhetorical purpose which underlies the text type classification (See also text type).

Shifts--translation shifts: phenomena of mismatches of forms between the SL and the TL text or item during tanslation, e.g. when a verb particle in Bahasa Indonesia is translated into a clause in English.
Obligatory shifts: translation shifts which occur because of the discrepancies in the lexicogrammatical systems between the SL and the TL; the compensatory device for the discrepancy is predictable from the text and its context.
Optional Shifts: translation shifts which occur because of the translator's discretion. In shifts like these, there are formal correspondences, but something else has been selected by the translator in the light of interpersonal meaning, of pragmatic context and the generic construction; the compensatory device is an open choice (cf obligatory shifts).
Generic Shift: a case of shift in which the type of text in the SL text changes into another text type in the version, e.g. when a narrative in the SL text changes into an expository text in the TL text.

Text: a unit of language in use; a semantic unit which is encoded in sentences; it is a realization of meanings (see "meaning").

Text type : a conceptual framework which enables us to classify texts in terms of communicative intentions serving an overall rhetorical purpose. The purpose is realized in the lexicogrammar of the text on the basis of certain notional parameters (see notional parameters).

Topic-comment: topic is what is being talked about, and comment is what is being talked about the topic. The comment is the naturally prominent part, since it contains information that the speaker wants to communicate. (The notion of topic-comment structure is similar to what Halliday (1967-1968) calls theme-rheme, but he considers 'topic' as just one type of what he calls 'theme').

Translation: the replacement of textual material in one language (SL) by equivalent textual material in another language (TL).
Normal translation: all salient aspects of the text are subjected to the translation process and replaced with matching items during translation. It is concerned almost solely with textual and grammatical considerations.
Adaptive Translation: a process of textual replacement, in which the finding of a point of comparability between the SL and the TL text or item extends beyond the text itself to addressing context as well, e.g. translator's motivation, and other possible factors such as the purpose of the translation.

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The Ten Translations
of the Direct Procedural Discourse

TL Text I
Making Masque from Avocado

(1) The fruit is recognized as sources of protein and strength. (2) But apart from being for food, avocado is also used as 'conditioner' after shampooing your hair and as masque for your face. (3) Making the masque is easy. (4) Make avocado pulp from a half of ripe avocado. (5) If you have a dry skin, mix the pulp with a little milk (6) but if it is oily, you can mix it with a teaspoon of egg yolk (7) Before smearing it on your face, wash it clean first. (8) Then apply it thoroughly. (9) Leave it for 20 minutes. (10) Then clean it with warm water. (11) Always remember to buy fresh avocado for masque. (12) Do not apply the masque if you have injuries on your face.

Comments: (a) From TLT1 of Chapter Five; (b) An attempt of formal correspondence; (c) shifts occurring are obligatory; (d) the TLT remains as direct as the SLT, and thus remains generically equivalent.

TL Text II
Avocado for Mask

(1) The fruit is famous as the source of protein and as the source of strength. (2) Other than eaten, avocado is also used for conditioner after shampoo and also for mask. (3) It is very easy to make. (4) Mash a half of ripe avocado. (5) If your skin is considered as dry, please mix the avocado mash with a little milk. (6) If your face skin is not the dry kind, you should mix one teaspoonof egg yolk in the mash. (7) Wash your face first before applying the mash. (8) Then spread the mask on your face. (9) And wait for 20 minutes. (10) Then clean your face with warm water. (11) Remember, buy fresh avocado every time you make the mask. (12) Lastly, if you have pimples on your face, let them cure before applying the mask on your face.

Comments: (a) appeared in Chapter Five (TLT 2); (b) an attempt of formal correspondence; (c) optional shifts occur (e.g. sentences 5 and 6); (d) equivalent with a localized shift in tenor.

TL Text III

(1)Avocado is recognized for its protein (namely for consumption). (2) But apart from being consumed, it can also be used for hair conditioner and for face cleaning (namely face mask). (3) Making the face mask is easy. (4) Mash a half ripe avocado to make pulp. (5) If you have a dry type of face, mix the pulp with a little milk. (6) If you have an oily type of face, mix a teaspoon of egg yolk with it. (7) Then you can smear the mixed pulp on your face (7a) but wash it clean first. (8) Then smear the pulp thoroughly (9) and leave it for 20 minutes. (10) Then wash your face with warm water. (11) Remember that you should always buy fresh fruit for the mask (12) and that you should not apply it to your face when you have injuries (or pimples) on it.

Comments: (a) an attempt of formal correspondence in many ways; (b) satisfactorily equivalent to the SLT; (c) mostly obligatory shifts.

TL Text IV
Avocado for face mask

(1) Avocado is known as fruit for consumption. (2) But it can also be used as hair conditioner and as face mask. (3) To make the face mask is easy. (4) Make pulp from half of ripe avocado. (5) If your face is a dry type one, mix the pulp with a little milk. (6) If your face is an oily type one, mix a teaspoon of egg yolk in the pulp (7) Before smearing it on your face, wash your face clean first. (8) Then semar the pulp on it. (9) Leave it for 20 minutes. (10) Then wash your face with warm water. (11) You should remember to use fresh avocado for the mask. (12) and postpone using the mask if you have pimples.

Comments: similar to TLT III above.

TL text 5
Avocado as masker

(1) Avocado is famous for sources of protein and strength.(2) Other than being consumed for conditioner and masker.(3) How to make the masker is easy.(4) First mash half of ripe avocado.(5) If your skin is dry you must mix the mashed avocado with a little milk.(6) If your face has an oily skin, you must mix it with a teaspoon of egg yolk.(7) Before you apply it on your face ,you must wash your face first.(8) Then spread it thoroughly on your face.(9) And leave it there for 20 minutes.(10) After that you must clean your face with warm water.(11) Notes: You must postpone putting the masker on your face if you have injuries.(12) And use fresh avocado for masker.

Comments: (a) appeared as TLT 3 in Chapter Five; (b) contains an intrasystemic shift of referenial meaning at the level of lexis although the generically equivalent, so it is pragmatically inappropriate in the TL.

TL Text VI
Avocado for Mask

(1) Avocado fruit has been well-known as sources of protein and strength.(2) It can also be used for hair conditioner and face mask.(3) How to make the mask is as follows.(4) Make porridge of half ripe avocado.(5) If your skin is of dry kind, you should mix the avocado porridge with a little milk.(6) If your skin is of oily kind, you should mix the porridge with a teaspoonful of egg-yolk. (7) Before using it for the mask,first wash your face.(8) Then smear the porridge thoroughly.(9) Leave it for 20 minutes.(10) Then clean it with warm water .(11) You need to remember that you should always buy fresh fruit for the mask.(12) And you should postpone applying the mask if you have pimples.

Comments: (a) appeared as TLT 5 in Chapter Five; (b) referential shift at the level of lexis, due to incompetence to refer to the higher textual level; (c) pragmatically inappropriate to the TL and is not considered a translation equivalence (only partial translation).

TL Text VII

(1) Avocado is known for its protein. (2)But besides being consumed,

it can also be used for hair conditioner and for face mask (to clean the face). (3)To make the mask is easy. (4) Mash a half of ripe avocado to make porridge. (5) If you have a dry-type face, mix the porridge with a little milk. (6)If you have a an oily-type of skin, mix a teaspoon of egg yolk with the porridge. (7) Then you can smear it on your face (7a) But first wash your face clean. (8) Then smear the porridge thoroughly. (9) Leave it for 20 minutes. (10) Then wash your face with warm water. (11) Remember that you should always buy fresh fruit for the mask and (12) that you should not put it on your face when you have injuries (or wounds or pimples).

Comments: Similar to TLT VI above

TL Text VIII

(1) Avocado is known as fruit for consumption (protein and strength). (2) But it can also be used as hair conditioner and as face mask. (3) To make the face mask is easy. (4) Make porridge from half of a ripe avocado. (5) If your skin is the dry-type one, mix the porridge with a little milk. (6) If your face is the oily-type one, add a teaspoon of egg yolk into the porridge. (7) Before you smear it on your face, wash it clean first. (8) Then smear it thoroughly on it. (9) Leave it for 20 minutes. (10) Then wash your face with warm water. (11) You should remember to use fresh avocado for the mask. (12) and postpone using the mask if you have pimples.

Comments: Similar to TLT VII above

TL Text IX

(1) and (2) Apart from being consumed, avocado can also be used as an after-shampoo conditioner and as face pack. (3) This is how to make the face pack. (4) Mash half of a ripe avocado (5) Add a little milk to the mashed avocado if your face is Tone of those dry types (6) or mix it with a teaspoonful of egg yolk if you face is of the oily kind. (7a) This is how to apply it on your face. (7b) Firstly, wash your face clean. (8) Then apply it thoroughly on your face (9) and leave it for 20 minutes. (10) Lastly, clean your face with warm water. (11) Remember: (a) Always buy fresh avocadoes for the face pack. (b) Do not apply it on your face when you have pimples.

Comments: (a) appeared as TLT 4 in Chapter Five; (b) more direct than the SLT; (c) more effective translation; (d) less wordy and more direct (due to optional shift in grammatical grouping).

TL Text X

(1) As an edible fruit, avocado is full of protein. (2) But apart from being edible, it is also good for an after-shampoo conditioner or for face cleaning (face pack). (3) This is how to make the face pack: (4) Mash a half of fresh ripe avocado to make pulpy substance. (5) Add a little milk if your face is of the dry type. (6) or add a teaspoonful of egg yolk if it is of the oily type. (7a) To apply the face pack on your face, this is what to do: (7b) Firstly, wash your face clean. (8) Then smear the pack on your face thoroughly (9) and leave it there for 20 minutes. (10) Finally, wash your face with warm water. (11) But you should remember that you should postpone applying it on your face when you have pimples.

Comments: similar to TLT IX above.

The Ten Translations
of the Indirect Procedural Discourse

TL Text I
Salting Fish

(1) An easy and cheap preservation of fish, especially for fishermen, is through salting. (2) This is how to do it. (3) The fish are cleaned: the bowel and its scales are removed. (4) After being cleaned, they are put in a container. (5) And they are piled up in layers in the container. (6) As well, in between alternate layers of fish, salt is scattered. (7) Then water will come out of the fish, and the salt is dissolved and thoroughly absorbed by the fish. (8) After that, they can be put under the sun to dry.

Comments: (a) appeared as TLT 6 in Chapter Five; (b) an attempt of formal correspondence (the sentences are expressed as passive throughout); (c) as ambivalent as the SLT.

TL Text II
Salting Fish

(1) For fishermen, an easy and cheap way to preserve fish is through salting. (2) This is how to do it. (3) Firstly the fish are gutted and scaled. (4) and (5) Then they are put in a container in layers. (6) In between layers, salt is scattered. (7) Then water will drain from the fish and the salt will permeate the fish thoroughly. (8) Then it is put under the sun to dry.

Comments: similar to TLT I above; and more linkers.

TL Text III
Salting Fish

(1) Salting is an easy and cheap way of preserving fish. (2) This is how the salting is done. (3) The fish which are going to be salted are cleaned by gutting and scaling them. (4) After being cleaned, they are placed in a container (5) and are layered in it. (6) salt is placed on every layer of fish. (7) Then water will come out of the fish, they will be salted down. (8) After that, they can be put under the sun to dry.

Comments: as ambivalent as the SLT but less wordy.

TL Text IV
Fish salting

(1) For the fishermen, the cheapest and easiest fish preservation is by salting. (2) This is how to do it: (3) Firstly, the guts and scales are removed from the fish to clean. (4) and (5) After being cleaned, they are put in layers in a container (6) where salt is scattered in between layers. (7) Then water will drain from the fish, so they can absorb the salt thoroughly. (8) After that, the fish are put under the sun to dry.

Comments: (a) similar to TLT III above, with a difference in grammatical grouping (see sentences (4) and (5)).

Salting Fish
(1) An easy and cheap fish preservation is through salting down. (2) This is how to do it. (3) Firstly the fish should be cleaned by gutting and scaling them. (4)(5)(6) Then they are layered in a container with salt given in between the layers. (7) Then wait for the water to come out of the fish, and the salt is thoroughly absorbed the fish). (8) Finallky, they can be put under the sun to dry.

Comments: (a) as ambivalent as the SLT; (b) less wordy, due to grammatical regrouping (e.g. sentences 4,5,6,); (c) more contingent in temporal succession than the SLT.

TL Text VI
Salting Fish
(1) A cheap and easy way of preserving fish, for fishermen especially, is by salting. (2) It can be done in the following way. (3) Firstly the fish should be gutted and scaled. (4) After bening cleaned, they can be placed in a container. (5) They should be kept in layers in the container (6) and scatter some salf on every layer of fish. (7) Then water will come out of the fish, and they will absorb the salt dissolved in the water. (8) Lastly, they can be dried under the sun.

Comments: (a) appeared as TLT 7 in Chapter Five; (b) renders the indirectness of the SLT in many ways, but the generic ambivalence is resolved (the combination of modulated sentences, direct commands and passive shows that it is a procedural text).

TL text VII
Salting Fish
(1) An easy and cheap way of fish preservation for fishermen is by salting them. (2) To do the salting is as follows, (3) Firstly, clean the fish by gutting and scaling them. (4) (5) Then place them and layer them in a container. (6) Put salt in between the layers of fish. (7) Wait until the water drains from the fish and the salt is absorbed thoroughly by the fish. (8) Finally put them under the sun to dry.

Comments: (a) generically explicit, but shifts interpersonally (the TLT is more direct than the SLT); (b)a statement of fact in sentence 7 in the SLT becomes an instruction in the TLT.

TL Text VIII
Salting fish for preservation
(1) Preserving fish can be through salting. (2) This is how to do it. (3) Firstly, clean the fish by removing the bowels and the scales. (4) (5) Then layer them in a container (6) Give salt in between the layers. (8) Then put them under the sun to dry.

Comments: (a) generically resolved, but there is a serious distortion of interpersonal meaning, due to the directness (even more direct than TLT VII above).

TL Text IX
Fish preservation
(1) For the fishermen, The cheap and easy way of preserving fish is through salting down. (2) To do it is as follows. (3) Firstly, the bowels and the scales should be removed from the fish (to clean). (4) After being

cleaned, place them in a container (5) and layer them . (6) In between the layers, scatter some salt. (7) When the water is drained from the fish and the salt is absorbed thoroughly, (8) dry them under the sun.

Comments: similar to TLT VI, but the statement of fact in sentence 7 is changed into an command.

TL Text X
Salting fish

(1) The way to preserve the fish cheaply and easily is by salting them down. (2) To do it is as follows. (3) The fish to be salted should be cleaned first by removing the bowels and scales. (4) (5) Then place them in layers in a container. (6) Don not forget to put salt in between the layers. (7) (8) When the fish are salted down thoroughly, put them under the sun until they are dry.

Comments: similar to TLT VI but grammatical regrouping of sentences 4 and 5, and 7 and 8.

The Ten Translations
of the Indirect Hortatory Discourse

TL Text I

(1) Not one of the Pancasialist forces can consider itself as the sole agent who has brought the New Order into exsitence. (2) The New Order was firstly intoriduced by the heroes of revolution who fell for defending Pancasila (the country's ideology). (3) And then it was followed up by the living Pancasilaist forces. (4) For this, and as it ought to be in this commemoration of Tritura, we firstly have to bow our head to the heroes of the revolution. (5)Thus we will be aware that, we who still live , will not beat our breast. (6) On the contrary, we will be aware that what we have done is really nothing compared to their sacrifice. (7) It is because of this such commemoration needs to be done (8) so that we can reflect on what to do for the country and nation. (9) Therefore commemorating Tritura by trying to appreciate too highly of what each of us has done should really be avoided. (10) Tritura needs to be commemorated precisely for renewing the spirit of the New Order.

Comments: (a)appeared as TLT 1 in Chapter Six; (b) an attempt of formal correspondence; (c) the particle /-LAH/ is compensated (e.g. sentence 7); (d) satisfactorily equivalent to the SLT.

TL Text II

(1) Not even one of the Pancasilaist groups can think that they are the ones who have brought about the New Order. (2) Firstly, the New Order was introduced by the heroes who fell for defending Pancasila. (3) Then it was continued on by the existing Pancasilaist groups. (4) Therefore, as it ought to be in this commemoration of Tritura, the people's demands for the New Order, we should bow our head to honour these heroes. (5) So we, the living, will not beat our breast (6) and we will be aware that what we have done is actually nothing when we compare it with the sacrifice. (7) It is for this reason that we need to hold the commemoration (8) so we can reflect on what we can do for the country. (9) Thus commemorating Tritura by appreciating too highly on what each of us has done should be avoided. (10) It needs to be done for the reason of refreshing the spirit of the New Order.

Comments: (a) appeared as TLT 2 in Chapter Six.; (b) the particle is not compensated in the TLT, otherwise it is similar to TLT I above.

TL Text III

(1) There is no one group of Pancasilaist forces who can assume that they themselves have brought the New Order into existence. (2) Firstly the New Order was brought about by all of the heroes of the revolution who fell for the defence of Pancasila. (3) Then Pancasila was continued by the Pancasilaist groups that have been left behind. (4) Therefore, in the commemoration of Tritura we must bow our head to these heroes. (5) Furthermore, we will be aware that all of us who still live must not beat our breast. (6) Instead, we will become aware that we have done nothing compared to their sacrifice. (7) So the commemoration of Tritura is

important for us (8) because all of us will then rethink of what else to do in service for the country and nation. (9) Therefore a commemoration which tries to give very high appreciation to what each of us has done _must_ be avoided. (10) We need to commemorate TRitura to keep the spirit of the New Order.

Comments: (a) appeared as TLT 3 in Chapter Six; (b) shifted interpersonally from the SLT-- the TLT imposes an obligation more than exhorting (underlined words), but the TLT remains orientated to 'us' as in the SLT.

TL Text IV
(1) Of the available Pancasilaist groups, none could claim te be the sole introducer of Orde Baru (the New Order). (2) Orde Baru was firstly introduced by the heroes of the (1965) revolution who died for defending Pancasila, the national ideology (3) The defence was then continued by other Pancasilaist forces. (4) Therefore, in commemorating Tritura (Pancasila defence), we really should bow our head in honour of these heroes. (5) By doing so, we will be aware that we do not need to beat our breast (6) but, instead, we will be aware that what we have done is nothing compared to what the heroes did. (7) Therefore it is important to commemorate Tritura (8) because we will have to reflect on the things that we should do for our country and nation. (9) So commemorating Tritura by praising individual contributors (to the revolution) should be avoided. (10) We should commemorate Tritura for the precise reason of renewing the spirit of Orde Baru (the spirit for defending Pancasila).

Comments: (a) the strong admonition in sentence (in the SLT) is made less strong in the TLT; (b) there are attempts to make the pragmatic context more explicit than the SLT (shown in the underlined words).

TL Text V
(1) Not even one of the Pancasilaist group can consider themselves as the main agency for introducing the new order. (2) The new order was firstly introduced by the revolutionary heroes who fell in the defence of Pancasila.(3) Which was then cintinued by the present Pancasilaist forces.(4) For this reason, in this tritura commemoration are should pay respect to these heroes.(5) This will help us realize that what we have done is nothing compared to the sacrifice by these heroes. (6) In this way, we would not beat our breast for what we do. (7) It is for this reason that Tritura Commemoration becomes important (8) because we could reflect on what we can actually do for our country and nation. (9) Therefore Commemorating Tritura by being too proud of our own doing should be avoided. (10) It is necessary for us to commemorate Tritura to renew the spirit of the New Order.

Comments: (a) sentences 5 and 6 are reversed (but results in a more idiomatic translation); (b)the emphasis with particle involving the topic of sentence 7 is compensated.

TL Text VI
(1) None of the Pancasilaist groups can consider themselves as the only pioneers of Orde Baru (the New Order). (2) Orde Baru was firstly brought into existence by the heroes of the revolution who died because of defending Pancasila. (3) The defence was then continued by the living Pancasilaist forces. (4) For this reason, it is a must for us in this

commemoration to pay respect to the revolutionary heroes. (5) So we as the living would not be proud of what we did (for defending Pancasila) (6) and we would realize that what we did was nothing compared to the heroes' sacrifiec. (7) Tritura commemoration such as this is necessary for us (8) because it can remind us of the next things that we can do for our country and nation to continue the heroes' efforts. (9) Therefore commemorating Tritura by trying to separately value ourselves too highly must be avoided. (10) We need to commemorate Tritura for the reason to renew the spirit of Orde Baru.

Comments: similar to TLT III.

TL Text VII

(0) There are Pancasilaist groups (in Indonesia) who want to consider themselves as the only agents for Orde Baru. (1) None of them should say this. (2) Orde Baru was firstly introduced by the heroes of revolution (ln 1945) who died for defending Pancasila. (3)The defence was then continued by the living Pancasilaist groups. (4) Therefore, in this Tritura commemoration, we should bow our head to these revolutionary heroes (5) By doing so, we will realize that we (the living) should not be swollen with pride. (6) Instead, we will realize that what we did was nothing compared to what the heroes had sacrified. (7) Therefore, Tritura commemoration such as this is necessary (8) because it makes us reflect on what we can do next for our country and nation. (9)So commemorating Tritura by highly praising what each of us has done should really be avoided. (10) It is necessary for us to commemorate Tritura just for renewing the spirit of Orde Baru (not to be proud of ourselves). Notes: Pancasila is the country's ideology; Tritura is the public demands made in 1966 for want of a better government (later recognized as Orde Baru or the New Order).

Comments: (a) similar to TLT IV in terms of making the pragmatic context more explicit than the SLT (but given as notes here rather than built in the text as in TLT IV); (b) the strong injunction in sentence of the SLT is split into two sentences (sentences 0 and 1) to an introduction (rather than directly as an injunction).

TL Text VIII

(1) None of the Pancasilaist groups can think of themselves as the sole agents which have brought the New Order into existence. (2) The New Order was firstly introduced by all the heroes of revolution who died for Pancasila in 1965. (3) Their sacrifice was continued by the living Pancasilaist forces (4) so the proper thing to do in this Tritura commemoration is to bow one's head to these heroes rather boasting about oneself. (5) In this way we will realize that the living do not need to beat their breast. (6) Instead, it should be realized that what we did was nothing compared to what the heroes had sacrificed . (7) It is for this reason that Tritura Commemoration such as this is necessary (8) because it is important to reflect on what more to do for the country and nation. (9) Therefore commemorating Tritura by trying to praise what each of us did should really be avoided. (10) It is necessary to commemorate Tritura, precisely for renewing the spirit of Orde Baru.

Comments: an attempt to expound more than to exhort (more orientated to the third person rather than to the second person), but the translator slipped in 'we' pronouns in two sentences (6 and 9).

(1)None of the Pancasilaist groups can make an assumption that they are the only ones who have brought the 'New Order' into existence. (2)The New Order was firstly introduced by the heroes of the revolution who fell for defence of the Pancasila, the country's ideology (3)Then it is followed by the living Pancasilaist forces. (4)Therefore it is only proper to bow one's head to honor these heroes in the commemoration of Tritura, Public Demands which cause the New Order to materialize (5)By doing so, the living will not beat his breast (6)since what he has done is nothing compared to what has bee done by the dead. (7)It is because of this that the commemoration of tritura is important (8)so one can think of what to do for the nation (rather than for himself) (9)And one should avoid a commemoration which tries to give an over appreciation to oneself   (10)It needs to be commemorated for the reason of keeping the spirit of the New Order.

Comments: (a) appeared as TLT 4 in Chapter Six; (b) the translator attempted to become a consistent observer rather than a persuader, thus results in an expository text, althought the indirectness of the SLT is reatined.

(1) Not one of the Pancasilaist groups can claim that they are the sole agents for bringing Orde Baru into existence (2) Orde Baru was actually introduced by the revolutionary heroes who fell in defence of Pancasila. (3) The defence was followed up by the remaining Pancasilaist forces. (4) Therefore in the commemoration of Tritrura the proper thing to do is to bow one's head in honour of these heroes. (5) so the living would not beat the breast (6) since what they have done is nothing compared to what the dead had sacrified. (7) So Tritura commemaoration is neccesary (8) for the precise reason of reflecting what more can be done for the the country and the nation. (9) Therefore commemorating Tritura by trying to value highly the things done by individuals should be avoided. (10) Tritura needs to be commemorated just for the reason of renewing the spirit of the New Order (not for any other reasons).

Comments: similar to TLT IX above.

The Ten Translations
of the Direct Hortatory Discourse

TL Text I

(1) What kind of attitude is best for us , the youth? (2) The best is, I think, one which is simple (3) but clearly reflects a healthy personality. (4) I don't want to discuss it in an institutionalized, formal way (5) I only would like to say (6) to any individual youth, let's have a self criticism. (7) Let's have a self correction (8) and let's have a good alternative of ourselves. (9) Let's start from the home. (10) It is hoped that at home, a youth recognizes the rules of the family. (11) he ought to know his responsibility to his family and his parents. (12) If, maximally, he cannot do much for establishing a good family at his home (13) minimally, he ought to become a good family member (14) without having to become a disaster or future trouble for his family at home.

Comments: (a) appeared as TLT 5 in Chapter Six.; (b) an attempt of formal correspondence.

TL Text II

(1) What is the best attitude to adopt for the youth? (2) I think the best is for us to have a simple attitude (3) which shows a sound personality (4) and (5) (DELETED) (6) (7) To all youth, let's have an introspection (8) and choose a good attitude alternative (9) Lat's start from home (10) It is necessary that at home a youth knows the family regulations (11) he should know his responsibility in the family (12) if, in maximum, he cannot halp create a good family at home (13) he should, in minimum, be a good family member (14) this means he must not be a pain for his family.

Comments: (a) optional shifts related to grammatical regrouping of sentences 4,5,6,and 7, making the TLT less repetitive than the SLT.; (b) Since the repetition is a vehicle for expressing interpersonal meaning in the SLT, the TLT shifts in tenor.

TL Text III

(1) What is the best behaviour for us, the youth? (2) The best is, I think, one which is simple (3) but clearly shows a sound personality. (4) (5)I want to explain this in simple terms, not in official discussion. (6) (7) To my fellow young friends, let's have an introspection and self-correction. (8) Let's take a good personality alternative (9) and let's start it from home (10) At home, we should know the family rules (11) and know our responsibility in the family (12) maximally, we should be able to help in creating a good family. (13) and minimally, we should be good members in our family. (14) This means that we should not create any troubles for our family.

Comments: (a) an optional shift related to sentences 4 and 5 (reversed in the TLT), and the explicit linker in SLT is deleted here; (b) the third person declarative in sentence 6 of the SLT is shifted into into an exhortation here.; (c) translationally equivalent to the SLT but with localized shift in tenor.

TL Text IV

(1) What best behaviour should a youth have? (2) I think it is best for the youth to behave in a simple way (3) but which reflects a sound personality (4) I want to say in simple terms that (6) (7)A youth should have a self-criticism and self-correction (8) and take a good alternative of personality (9) Let's start all this from home. (10) At home, we should follow the family rules (11) and should recognize our responsibility in our family (12) If we cannot do the maximum of helping to create a good family, (13) we should do the minimum of becoming a good family member (14) We should not create trouble or be a disaster for our family.

Comments: similar to TLT III above.

TL Text V

(1) How should a youth behave in the best way? (2) I think the best for the youth is to behave in a simple way (3) which shows a sound personality (4) I do not want to discuss this in formal terms (5) I merely want to say (6)(7) to all youth, let's have an introspection and self-correction (8) and let's take a good personality alternative (9) We can strat all this from home (10) It is hoped that , at home, a youth knows the family rules (11) He must recognize his responsibility in the family (12) If, minimally, he cannot help with the building of a good family at home, (13) minimally, he must be a good family member. (14) and he must not be a disaster or trouble for the family.

Comments:(a) part of this appeared as TLT 6 in Chapter Six.; (b) attempts to impose obligation more than exhortation (sentences 10 to 14).; (c) although generically equivalent, it contains localized shifts in tenor.

TL Text VI

(1) How should we, the youth, best behave? (2) The best is , I think, the simple one. (3) It should reflect a healthy (sound) personality. (4) I do not want to discuss thid in a formal way here (5) (6) (7) In my opinion, a youth should possess a sense of self-criticism abd of self-correction (8) He should create an alternative of a good personality (9) We can start all this from home (10) At home, it is usually hoped that a youth understands the family rules. (11) He shoul know his responsibility in the family (12) Maximally, he should help create a good family at home. (13) Minimally, he should be a good family member (14) and he should not create any troubles for his family.

Comments: similar to TLT III, i.e. attempting grammatigal regrouping in the repetitive sentences of 5,6,7.

TL Text VII

(1) What attitude is best for us, the youth? (2) I think, the best attitude for us is one which is simple (3) but it should reflect a sound personality (4) (5) I want to discuss it here in simple terms, not in a formal manner. (6) To all youth, let's introspect ourselves (7) and let's have a sense of self-correction (8) We must choose a good personality (of all that we know). (9) Let's start all these from our home. (10) At home, a youth must understand the disciplines in the family (11) and he must recognize his responsibility. (12) If he cannot help fulfill the maximum role of helping to create a good family, (13) he must at least be a good family member (14) He must not be of any trouble for his family.

TL Text VIII

(1) How should we, the youth, behave in a best way? (2) The best is, I think, for us to behave simply. (3) But our behaviour should reflect a clearly sound personality (4) (5) Let's not talk about it in a formal way. (6) To any youth, let's have a sense of self-criticism. (7) Let's have an introspection (8) and choose a good personality (9) Let's start all this from home. (10)(11) At home, it is expected that a youth knows the family disciplines, as well as his responsibility in the family. (12) If he cannot participate maximally by helping the parents build a good family (13) he should at least be a good family member (14) He should not be of any trouble or disaster for the family.

Comments: Similar to TLT III.

TL Text IX

(1) What is the best attitude for us as the youth? (2) I think the best attitude is the simple one (3) but which can reflect a cl;early healthy personality. (4) I do not want to discuss it in a formal or institutionalized manner (5) I only want to appeal to the following behaviour (6) To 411 youth, let's introspect ourselves (7) and have a self-correction (8) to find a good personality (9) Let's start from our home (10) It is hoped that, at home, the youth knows the family discipline (regulation) (11) They must recognize their responsibility in their family. (12) If, maximally, they cannot contribute in the building up of a good home (12) Minimally, they should b a good family member (14) without having to be a disaster or troubles for their family.

Comments: similar to TLT I.

TL Text X

(1) How should we, the youth, behave in the best way? (2) I think, the best for the youth is to behave simply (3) but which clearly reflects a sound personality (4) I am not speaking here in institutionalized or formal terms.(5) I only want to appeal. (6) and (7) To every single youth: let's make an introspection (8) and choose a good personality alternative (9) We can begin from the home (10) At home, we ought to be aware of the family disipline (11) We ought to be aware of our responsibility at home (12) if we cannot do the maximum of the building up of a good home (13) we have to do the minimum by becoming a good family member. (14) We should not be of any disaster or trouble for our family.

Comments: (a) appeared in Chapter Six as TLT 7; (b) a consistent 'you' orientation throughout, and constitutes an effective translation; (c) improves the SLT.

The Ten Translations
of the Direct Expository Discourse

TL Text I

(1) The Indonesian language which has been used by the Indonesian nation as the official language of the country and as the language of communication originated from the Malay language (2) On the day of 'Sumpah Pemuda', October 28, 1928, it was officially declared that Bahasa Indonesia was the national language, which was actually the Malay language. (3) The new name, namely Bahasa Indonesia, was political. (4) It was analogous with the name of the desired independent country: A united country and nation, Indonesia. (5) All these were political in nature. (6) because through the aroused feeling of unity the spirit of struggle to pursue independence, free from colonization, would be stronger. (7) The Indonesians felt bound by one commitment (8) because they feel that they have one nation, one country, one language. (9) Actually the development of the Malay language to be Bahasa Indonesia has occurred gradually but continuously. (10) We are aware (11) that the language we use today is different from the Malay which was used at the time of Tun Sri Lanang. (12) Recently the development has been so fast that bahasa Indonesia has become a new language.
Comments: (a) from TLT 1 of Chapter Seven; (b) attempted formal correspondence.

TL Text II

(1) Bahasa Indonesia, which is now used as the official language and as the language of daily communication in the country, originated from the Malay language. (2) It was inaugurated as the national language on the day of 'Sumpah Pemuda', which was the 28th of October, 1928. (3) The new name, Bahasa Indonesia, had a political purpose (4) and it was in accordance with the name of the desired independent country: a united and country and nation called Indonesia. (5) all this was political (6) because, through the feeling of unity, the spirit to pursue freedom from colonization would be more raging (7) and (8) The Indonesians would feel that they were bound by one commitment: one country, one nation, and one language (9) Actually the development of the Malay into Bahasa Indonesia _happened_ gradually but continuously (10) We can observe (11) that the language we use now in not the same as the Malay used at the time of Tun Sri Lanang (12) And recently the development is so fast that the language becomes a new language.
Comments: (a) from TLT 2 of Chapter Seven.

TL Text III

(1) The Indonesian language which is now used as a language for official and social matters originated from Malay. (2) On the day of "Sumpah Pemuda", October 28th, 1928, the national language of Indonesia was born (which was actually the Malay language). (3) The new name, namely "Bahasa Indonesia", had a political aim/characteristic (4) which was in accordance with the name of the desired independent country : a country and a united nation of Indonesia. (5) All this was political in nature (6) because, through the resulting sense of unity, the spirit of struggle for pursuing independence from the colonialism would be more raging (7) (8) The resulting sense of unity was caused by the sense of unity of country,

nation, and language. (9) In fact, the development of the Malay language into Bahasa Indonesia has occurred slowly but continuously (10) If we look carefully at the language we use today, we will see that it has changed from the Malay we used at "the age of 'Tun Sri Lanang" (Old Malay). (11) And over the years, BI has appeared to be a completely different language from Malay (12) due to the fast development of the new language.
Comments: (a) grammatical regrouping; (b) context explicit in sentence (10).

TL Text IV

(1) Bahasa Indonesia (the Indonesian language) which is used by the Indonesians as an official and the language of daily communication in their country came from the Malay language. (2) On the day of "Sumpah Pemuda" on October 28th, 1928, Bahasa Indonesia was pronounced an official language of Indonesia. (3) The new name, namely Bahasa Indonesia, was political (4) which was in accordance with the name of the new idealized country: the united people of Indonesia. (5) It was political (6) because the sense of unity could enrage the spirit for pursuing independence from the Dutch colonialism (7) (8) The sense of unity was because of having one country, the same nation, and common language. (9) Actually, the development of the Malang language into Bahasa Indonesia occurred slowly but continuously. (10) If we examine the language (Bahasa Indonesia) that is used today, we can see that it is not the same as the Malay used at the era of Tun Sri Lanang (Old Malay) (11) And in recent years, the development of the language has been so fast (12) that it has become a new language.
Comments: (a) context explicit (sentences (2) and (10); (b) grammatical regrouping.

TL Text V

(1) The language which the Indonesian people now use as the official language and as the language of communication originated from the Malay language. (2) The Indonesian language, which was actually the Malay, was inaugurated as the national language of Indonesia on October 28, 1928, when the youth took an oath (for having one country, one nation, and one language). (3) The new name, namely Bahasa Indonesia, was political (4) which was in accordance with the name of the independent country which the people desired (the country of Indonesia and the united people of Indonesia). (5) All this was political (6) because with the sense of unity the spirit for independence from colonialism could be enraged. (7) (8) (DELETED) (9) Actually, Bahasa Indonesia has developed from Malay slowly but continuously. (10) On examining Bahasa Indonesia, we can see that the language used today is not the same as the Malay, from which Bahasa Indonesia was originated (11) Recently, the development has been so fast (12) that the language has appeared to be a new language (different from Malay)
Comments: (a) context explicit (sentence (2) --underlined; (b) grammatical regrouping (sentences (7) and (8) deleted.

TL Text VI

(1) Bahasa Indonesia which is now used by the Indonesian people as the official language in their country and as the language of the daily communication originated from the Malay language. (2) On the day of "Sumpah Pemuda" , October 28th, 1928, there inaugurated the national language of Indonesia, which was actually the Malay language (3) The new name, which

was Bahasa Indonesia, was political (4) because it was named in accordance with the desired independent country: An Indonesian country and a united nation of Indonesia. (5) All this was political (6) because with the sense of unity The Indonesian spirit for struggling together to gain independence from the Dutch would be more raging (7) So the Indonesians felt that they were united (8) because they felt they had one country, one nation, and one language (9) Actually, the development of the Malay language to become Bahasa Indonesia has occurred slowly but continuously (10) If we examine the language used (in Indonesia now), we can see that it is not the same as the Old Malay anymore (the Malay at the age of Tun Sri Lanang). (11) Recently, the development of Bahasa Indonesia has been so fast (12) that the language has emerged to be a new language.
Comments: Context explicit in (10), but generally attempts a formal correspondence.

TL Text VII

(1) The Indonesian language which is now used by the people of Indonesia as the official language and as the language of daily communication in their country came from the Malay language (2) On the 28th of October, 1928, when the Indonesian youth took an oath (for unity) they inaugurated a national language, namely Bahasa Indonesia, which was actually the Malay language (3) The new name, namely Bahasa Indonesia, had a political reason. (4)It was in accordance with the name of the desired independent country, namely the country of Indonesia and the united nation of Indonesia. (5) All this was political (6) since the sense of unity resulted from the same name could enrage the spirit of struggle for independence from the colonialism (7) (8) The sense of unity was caused by the feeling of having the same name of country, nation, and language (9) The development of Bahasa Indonesia itself (from Malay) has gone slowly but continuously (10) If we look closely at the present Indonesian language we can see that it is not the same as the Malay at the age of Tun Sri Lanang (from which the present language originated). (11) In recent years, the development of the language has been so fast (12) that Bahasa Indonesia (the Indonesian language) has become a new language (compared to when it was inaugurated)
Comments: context explicit in sentences (2), (10), and (12).

TL Text VIII

(1) The Indonesian language, which is now used in the country as the official and social language, originated from the Malay language (2) The language, which was in fact the Malay language, was inaugurated as the national language of Indonesia through the Youth Oath (Sumpah Pemuda) on the 28th of October, 1928. (3) The new name, which was Bahasa Indonesia, was for the political reason. (4) The name was to suit the name of the future independent country , which was the united country of Indonesia. (5) All this was political (6) since the sense of unity resulted from the same name (of country, nation, and language) could enrage the spirit of struggle for indpendence from the Dutch colonialism. (7) (8) DELETED (9) In fact the development of Bahasa Indonesia from the Malay language happened slowly but continuously (10) If we look at Bahasa Indonesia now, we will see that it is no more the same as the Malay used at the time of Tun Sri Lanang (old Malay) (11) In recent years, Bahasa Indonesia has developed so fast (12) that it has become a new language.
Comments: (a) context explicit in sentences 2, 6 1nd 10.; (b) grammatical regrouping (sentences 7 and 8).

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(1) The language used in Indonesia both officially and socially originated from the Malay language (2) On October 28, 1928, the day of the youth oath (Sumpah Pemuda), Bahasa Indonesia (which was actually the Malay language) was declared the national language. (3) The new name was political (4) because it was chosen to accord the name of the country wanted by the people (5) All this was political (6) because the same names would create the feeling of unity, which in turn would enrage the spirit for independence from the colonialism (7) (8) The Indonesians would feel united because of one-ness in country, nation, and language. (9) Actually, the development of the old Malay into Bahasa Indonesia has occurred slowly but continuously (10) If we observe the language that we use today, we can see that it is not really the same as the Malay at the age of Tun Sri Lanang. (11) The recent development of Bahasa Indonesia has been so fast (12) that it has become a new language.
Comments: (a) sentence 2 is context explicit.; (b) grammatical regrouping (sentences 7 and 8).

TL Text X
(1) The Indonesian language, now officially used as the language of daily communication in the country, had originated from the Malay language (2) It was officially declared the national language of Indonesia on the day of Sumpah Pemuda, the Youth Oath, October 28, 1928. (3) and (4) The new name, Bahasa Indonesia, was political, in accordance with the name of the future independent country: The united nation of Indonesia. (5) and (6) It was all political because the feeling of unity could enrage the spirit of struggle against the colonials. (7) and (8) The unity was a commitment of: one nation, one country, and one language. (9) Actually the development of Bahasa Indonesia from the Malay language has occurred gradually but continously. (10) The Indonesian language used nowadays is not the same as the Malay used at the time of Tun Muhammad Sri Lanang. (11) Recently it has developed so fast (12)that it has become a new language.
Comments: (a) from TLT 3 of Chapter Seven; (b) shift of tenor (consistent observer); (c) more effective; (d) context explicit.

The Ten Translations
of the Indirect Expository Discourse

TL Text I

(1) Although we feel that we have understood every word in a sentence (2) but still experience difficulty in translating the meaning of the whole sentence (3) it can be ascertained (4) that we have difficulty with idiom. (5) Idiom? What is that? (6) When I try to look for the exact meaning of idiom in five famous dictionaries (7) none gives a suitable interpretation for the word (9) One says (10) that idiom is a kind of language custom, typical language feature, typical language expression, and tens of other meanings. (11) Every nation, of course, has its own language (12) and every language has its own typical characteristics. (13) each nation has typical everyday language expression (14) that is idiom (15) Let's take an example of an English idiom 'Tom is a lucky dog' (16) It is not funny (17) when we translate it into 'Tom is a dog which is lucky' (18) Of course it is possible (19) that Tom is a dog's name (20) but we should see the connection between this idiom with other sentences in the text. (...)
Comments: (a) appear as TLT 4 in Chapter Seven; (b) attempt a formal correspondence; (c) faulty translation of tenses in sentences 6 and 7. ; (d) problems with ellipsis.

TL Text II

(1) When we have understood every word in a sentence, (2) but still have difficulties in translating a sentence as a whole (3) we can be sure (4) that we have problems with idiom. (5) What is idiom? (6) When I tried to find an exact meaning of idiom in five famous dictionaries, (7) none of them gave it. (8) Each provides a different explanation (9) some say (10) that idiom is a kind of language style, a special characteristic of language, special term, and tens of other menaings. (11) Every nation has its own language (12) (13) and every language has special characteristics and special daily expressions. (14) That is idiom. (15) An example of idiom in English is: 'Tom is a lucky dog'. (16) and (17) we cannot translate it into 'Tom is a dog which is lucky' (18) There is a possibility (19) that 'Tom' is the name of a dog, (20) but we have to relate the sentence to other sentences in the text (...)
Comments: (a) appear as TLT 5 in Chapter Seven; (b) grammatical gropuping in sentences (12) and (13); (c) shifts in tenor.

TL Text III

(1) If we feel that we have understood every word in a sentence (2) but still have difficulty in interpreting a sentence as a whole, (3) (4) then we might have problems with idioms. (5) What is idiom? (6) When I tried to find its exact meaning in five well-known dictionaries, (7) none gave an exact meaning for the word. (8) Each dictionary has a different explanation for the word idiom, (9) These dictionaries say (10) that idiom is a kind of language style, a typical feature of language, a typical expression, and tens other meanings. (11)Actually, every nation has its own language (12) And every language has its own typical characteristics (13) Each has its own daily language expressions. (14) that is what idiom is. (15) For example an English idiom "Tom is a lucky dog". (16) It would be wrong to translate it into "Tom is a dog which is lucky" (18) There is a

possibility (19) that <u>Tom</u> is the name of a dog (20)But we have to relate it to other sentences in the text (to choose the correct meaning).
Comments: (a) similar to TLT II; (b) Shifts in tenor (from certainty to probability in sentence (4).

TL <u>Text</u> IV

(1) If we have understood every word in a sentence, (2) but still have difficulty in translating the whole sentence, (3) we can be sure (4) that we have problems with idiom. (5) Idiom? What is that? (6) When I tried to find the meaning of idiom in five well-known dictionaries, (7) none of them could give a perfect meaning of the word idiom. (8) Each of the dictionaries gives a different explanation. (9) One of them says (10) that idiom is a kind of language style, a typical expression, and tens of other meanings. (11) In fact, every nation has its own language. (12) And every language has its own typical characteristics (13) Each has certain daily expressions (14) This is what is called idiom. (15)An example of idiom in English is "Tom is a lucky dog". (16) It is not funny (17) to translate it into "Tom is a dog which is lucky" (18) There is a possibility (19) that "Tom" is the name of a dog . (20) But to understand it correctly we have to relate it to other sentences in the text.
Comments: similar to TLT I.

TL <u>Text</u> V

(1) If we feel that we have understood every word in a sentence (2) but still have difficulties in translating the meaning of the sentence as a whole, (3) we can be certain (4) that we have problems with idiom. (5) Idiom? What is that? (6) When I tried to look for the exact meaning for the word idiom in five famous dictionaries, (7) none gives a perfect meaning meaning for it. (8) Each of these dictionaries explains the word differently. (9) One of them says (10) that idiom is a kind of language style, a typical language expression, and tens of other meaings. (11) Every nation, of course, has its own language(12) and each language has its own special charicterictics. (14) That is idiom. (15) As an example, in English there is an idiom "Tom is a lucky dog". (16) It is not funny (17) just to translate it into "Tom is a dog which is lucky" (18) although it is possible (19) that "Tom" is the name of a dog (20) To translate it correctly, we have to relate the sentence to other sentences in the text.
Comments: similar to TLT I.

TL <u>Text</u> VI

(1) If we feel that we have understood every word in a sentence (2) but still have problems in translating the meaning of the whole sentence , (3) it is almost certain that we have difficulties with idioms. (5) Idiom? What is that? (6) When I tried to look for its meaning in five well-known dictionaries, (7) none of them gave an exact meaning of the word idiom (8) Each dictionary has a different explanation. (9) Some say (10) that idiom is a kind of typical expression of language, a typical feature of language, and tens other meanings. (11) Each nation, of course, has its own language. (12) (13) And each language has its own typical characteristics, as well as its typical daily expressions. (14)This is what is called idiom. (15) An example of idiom in English is "Tom is a lucky dog" (16) <u>It would not be appropriate</u> (17) to translate it as "Tom is a dog which is lucky" (18) although it is possible (19) that "Tom" is the name of a dog. (20) To

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understand it well and to translate it corrcetly we have to relate the idiom to other sentences in the text.

Comments: (a) shifts of grammatical regrouping (sentences 12 and 13); (b) similar to TLT II; Shift of tenor (underlined).

TL Text VII

(1) If I have understood every word in a sentence (2) and yet have problems translating the sentence as a whole (3) I can be sure (4) that I have problems with idioms. (5) Idiom? What is that? (6) When I tried to look for the meaning of the word idiom in five popular dictionaries (7) none of them gave an exact meaning for the word. (8) (9) (10) Every dictionary provides a different explanation, e.g. 'idiom is a special expression', 'it is a typical style',and tens other meanings and definitions (11) In fact, every nation has its own language (12) (13) and every language has its own characteristics and typical expressions (14) That is an idiom. (15) An example of idiom in English is "Tom is a lucky dog" (16) I cannot (17) just translate it into "Tom is a dog which is lucky" (18) Of course, there is a possibility (19) that "Tom" is the name of a dog (20) but to translate the whole idiom correctly I have to relate it to other sentences in the text.

Comments: (a) appeared as TLT 7 in Chapter Seven; (b) all in first person singular (narrative-like text rather than an expository text).

TL Text VIII

(1) If we feel that we have understood every word in a sentence (2) but still find it difficult to translate the whole sentence (3) it almost certain (4) that we have problems with idiom (5) Idiom? What is that? (6) When I tried to look for the meaning of the word idiom in five famous dictionaries (7) none of them gave an exact meaning for the word. (8) Each of them gave a different explanation for it. (9) One says (10) that the word idiom is a kind of language style, a special characteristic, a typical language expression, and tens of other meanings (11) Every nation has its own language (12) (13) and every language has its own typical daily expressions (14) That is what is called idiom. (15)An example of idiom in English is "Tom is a lucky dog". (16) It is not appropriate (17) if we just translate it as "Tom is a dog which is lucky" (18) although it is possible (19) that "Tom" is a dog's name. (20) We have to relate it to other sentences in the text to choose the suitable meaning for the idiom.

Comments: similar to TLT VI.

TL Text IX

(1) When every word in a sentence has been understood, but problems still exist in translating the sentence as a whole, there must have been difficulties with idiom. (2) If one tries to find the meaning of the word 'idiom' in the famous dictionaries, he or she would see that none would give a suitable explanation. (3) Some dictionaries say that idiom is a kind of 'language style', 'typical language feature', 'typical expressions', and some other meanings. (4) In fact, every nation has its own language (5) and each language has typical characteristics and daily expressions. (6) This is what is called idiom. An example of idiom in English is 'Tom is a lucky dog'. (7) Although there is a possibility that 'Tom' is the name of a dog, it cannot just be translated into 'Tom is a dog which is lucky'. (8) It should be related to other sentences in the text.

Comments: (a) appeared as TLT 8 in Chapter Seven; direct expository text.

TL Text X

(1) If you feel that you have understood every word in a sentence, but still have difficulty translating the meaning of the whole sentence, you certainly have problems with idiom. (2) What is idiom? (3) When you look for the exact meaning of idiom in popular dictionaries, you will see that none of them would give an accurate understanding of the word. (4) Every dictionary has different explanation (5) You will find an explanation that idiom is a kind of language style, a kind of specific language, or tens of other meanings. (6) Every nation has its own language (7) and each language has its own characteristics and typical daily expressions (8) That is idiom. (9)Take an example of an English idiom 'Tom is a lucky dog'. (10) Although it is possible that Tom is the name of a dog, you cannot directly translate it into 'Tom is a dog which is lucky' (11) To translate it, you should also relate the sentence to other sentences in the text.

Comments: (a) appeared as TLT 6 in Chapter Seven; (b) you-orientated.

The Ten Translations
of the Direct Narrative Discourse

TL Text I

1) When the match for men's and women's singles came to the crucial moments 2) three Indonesian pairs for doubles were determined to reach the final in the badminton inter-mastership tournament 3) which took place in Albert Hall, London. 4) They were Christian/Imelda Wiguna in the mixed doubles and Verawaty Wiharjo/Imelda Wiguna in the women's doubles. 5) When the news was issued 6) the crucial match for the men's and women's singles was just going to begin 7) where four of the Indonesian best players would appear in the arena: Rudy Hartono, King, Verawaty and Ivana. 8) The match began at 18.30 London time or 00.30 Western Indonesian time, at dawn on Saturday, due to the six-hour difference. 9) Rudy, who was in the A group would play against the young Danish star player, Morten F. Hansen 10) to reach the final.
Comments: (a) appeared as TLT 1 in Chapter Eight.

TL Text II

(1) While the men's and women's singles events were coming to the climactic moments (2) three Indonesian teams for doubles were certain to enter the final in the badminton intermastership tournament (3) which took place in Albert Hall, London. (4) They were Christian and Imelda Wiguna in the mixed double event and Verawaty Wiharjo and Imelda Wiguna in the women double event (...) (5) When the news was released (6) the crucial match in the men and women single events were just going to begin (7) where four of the Indonesian best players were going to appear in the arena: Rudy Hartono, King, Verawaty, and Ivana. (8) The match started at 18.30 London time or 00.30 a.m. Indonesian time on Saturday, due to the six-hour difference between Indonesia and London. (9) Rudy, who was in the A-group, was going to fight against the young Danish player, Morten F. Hansen (10) to gain a place in the final match.
Comments: sentences (1) to (3) appeared as TLT2 in Chapter Eight.

TL Text III

(1) While the men's and women's singles of the badminton match came to the tensive moments, (2) three pairs of Indonesian doubles were certain to get to the final in the intermastership tournament (3) taking place in Albert Hall, London. (4) They were Christian/Imelda Wiguna for the mixed doubles and Verawaty Wiharjo/Imelda Wiguna for the women's doubles. (5) When the news was announced, (6) the decisive matches in the single events were just going to begin (7) where four Indonesian star players were going to appear in the arena (8) The matches began at 18.30 p.m. London time or 00.30 a.m. Western Indonesian time on Saturday (9) In the single events, Rudy of the A-group was going to fight against the young Danish star player, Morten F. Hansen (10) to reach the final.
Comments: similar to TLT II

TL Text IV

(1) While the men's and the women's single events came to the tensive

moments, (2) three Indonesian doubles were certain to reach the final in the badminton intermastership tournament (3) The tournament took place at the Albert Hall, London. (4) The players for doubles were Christian/Imelda Wiguna in the mixed doubles and Verawaty/Imelda Wiguna in the women's doubles. (5) When this news war released, (6) the crucial matches for the men's and women's singles were just going to start (7) and four Indonesian star players were going to play: Rudy Hartono, King, Verawaty, and Ivana. (8) The decisive match began at 18.30 London time or 00.30 (a.m.) western Indonesian time on Saturday, due to the six-hour difference. (9) Rudy, who was in the A-group, was going to play against the Danish star player, Morten F. Hansen (10) to gain place in the final.
Comments: similar to TLT II.

TL Text V

(1) While the fight of the male-female singles event came to the crucial moments (2) three pairs of Indonesian doubles were determined to go into the final in the badminton inter-masters tournamnet (3) which took place in Albert Hall, London. (4) They were Christian/Imelda Wiguna in the mixed doubles number , and Verawaty/Imelda Wiguna in the.female's doubles number (5)When the news was announced (6) the determining match for the male's and female's singles was going to be started (7) where four Indonesian best players will appear: Rudy Hartono, KIng, Verawaty, and Ivana. (8) The match started at 18.30 London time or 00.30 (a.m.) Western Indonesian time on Saturday, due to the six-hour difference. (9) Rudy, who was in Group A, was going to fight against the young Danish star player, Morten F. Hansen (10) to gain place in the final.
Comments: (a) sentences (1) to (9) appeared as TLT 4 in Chapter Eight; (b) sounds sexist.

TL Text VI

(1) When the men's and women's singles in the badminton intermastership tournament came to the tensive moments, (2) three Indonesian doubles were certain to enter the final. (3) The tornament took place in the Albert Hall, London. (4) The Indonesian doubles were Christian/Imelda Wiguna for the mixed doubles and Verawaty Wiharjo/Imelda Wiguna for the women's doubles. (5) When the news was released, (6) the crucial matches for all single events were just going to begin (7) where four of the best Indonesian players were going to play. (8) The crucial match for the singles began at 18.30 p.m. London time or 00.30 (a.m.) Western Indonesian time on Saturday. (9) Rudy who was in Group A was going to play against the young Danish star player, Morten F. Hansen (10) to gain place in the final.
Comments: (a) The conjunction in (1) is used as point rather than as extent; (b) considerable grammatical regrouping.

TL Text VII

(1) While the single matches came to the crucial moments, (2)three pairs of Indonesian doubles were certain to enter the final in the badminton intermastership tournament (3) which took place in Albert Hall, London. (4) They were Christian/ Imelda Wiguna in the mixed doubles and Verawaty Wiharjo/Imelda Wiguna in the women's doubles. (5) When the news was announced, (6) the decisive matches for the singles were just going to begin (7) where four Indonesian star players were going to play: Rudy Hartono, King, Verawaty, and Ivana. (8) The matches began at 18.30 London

time or 00.30 Western Indonesian time on Saturday (there is a six-hour difference between London and Jakarta). (9) Rudy, who was in Group A, was going to fight against the young Danish star player, Morten F. Hansen (10) to reach the final.
Comments: (a) context explicit in (8).

TL Text VIII
(1) While all singles matches entered the tensive moments, (2) three pairs of Indonesian doubles were determined to enter the final in the badminton interprofessional tournament (3) taking place in the Albert Hall, London. (4) They were Christian/Imelda Wiguna in the mixed doubles and Verawaty Wiharjo/Imelda Wiguna in the women's doubles. (5) The crucial matches for the men's and women's singles were just going to begin (7a) where four the Indonesian best players would play. (7b) They were Rudy Hartono, King, VErawaty, and Ivana. (8) The matches began at at 18.30 London time or 00.30 Western Indonesian time on Saturday, due to the six-hour difference. (9) Rudy, who was in Group A, was going to play against the young Danish star player, Marten F. Hansen (10) to gain place in the final.
Comments: Similar to TLT VII.

TL Text IX
(1) While the matches for the male and female singles reach the crucial moments, (2) three Indonesian teams for doubles were certain to enter the final in the interprofessional badminton tournament (3) which takes place at the Albert Hall of London. (4) These teams are Christian/Imelda wiguna for the mixed doubles and Verawaty Wiharjo/Imelda Wiguna for the female doebles. (5) When the news is released (6) The crucial matches for the singles just begin (7) where four of the Indonesian best players are going to appear in the arena: Rudy Hartono, King, Verawaty, and Ivana. (8) The matches start at 18.30 London time or 00.300 Western Indonesian time on Saturday (because of the six-hour difference between Jakarta and London). (9) Rudy in Group A is going to fight against the Young star player from Denmark, Morten F. Hansen (10) for gaining place in the final.
Comments: in present tense (mistranslation). ; sexist language (similar to TLT V.

TL Text X
(1) While the match in the men's and women's singles events enters the exciting moments, (2)/(3) three teams of Indonesian doubles are certain to reach final in the badminton inter-masters tournamnet in Albert Hall, London. (4) They are Christian/Imelda Wiguna in the mixed doubles, and Verawaty Wiguna/Imelda in the women's doubles. (5) When the news is issued (6) the match for the men's and women's singles event will be started (7) where four best Indonesian players will appear in the arena: Rudy, KIng. Verawaty, and Ivana (8) The match starts at 18.30 London time, or 00.30 Western Indonesian Time, which is at dawn on Saturday, because of the six-hour difference. (9)/(10) To be a finalist, Rudy, who is in group A, will fight against the young Danish star , Morten F. Hansen.
Comments: (a) appeared as TLT 3 of Chapter Eight; in present tenses.

The Ten Translations
of the Indirect Narrative Discourse

General Comments::
Sentence (o) of the SL text was used to introduce the sepaker. Many of the translators do not include it in their translations.

TL Text I
(1) According to Mr. Parapak, events of the World Expo 1988 had been successful enough in bridging the happening of official visits between Indonesia and Australia. (2) It was also stated that our finance had been worked out not to depend on oil/gas. (3) So non oil/gas products should be increased. (4) Because of that, the Indonesian community in Australia was hoped to be able to give an input concerning what products needed to be promoted. (5)Besides that, tourism was hoped to be one of the main foreign exchanges in the national development. (6) In this case, we, PPIA members, were hoped to be able to become promotors of tourism.
Comments: appeared as TLT 5 in Chapter Eight.

TL Text II
(1). According to Mr. Parapak World Expo 1988 has been successful in reeventuating the official visits between Indonesia and Australia . (2). It was also stated that our finance had been attempted not to depend on gas/oil. (3). Therefore non-oil/gas products should be increased. (4). For this reason, it was hoped that the Indonesian community in Australia could give an information concerning the products to be promoted. (5). Besides this, it was hoped that tourism could be one of the main foreign exchange for the national development. (6) In this case, it was hoped that, PPIA members could be the promoters of tourism.
Comments: appeared as TLT 6 of Chapter Eight.

TL Text III
(1) According to Mr. Parapak, the activities of the World Expo 1988 were successful enough to recreate the continuity of official visits between Indonesia and Australia. (2) He also stated that there had been attempts for our finance not to depend on oil and gas. (3). So the non-oil and gas products should be increased. (4). He hoped that the Indonesian community living in Australia could provide information about the products needing promotion. (5) Apart from this, he hoped that tourism could be one of the main foreign exchanges in the national development. (6). For this reason, he hoped that as members of PPIA we could be the promoters of tourism.
Comments: appeared as TLT 7 of Chapter Eight.

TL Text IV
(1) According to Mr. Parapak, World Expo 1988 was successful enough in continuing the official visits between Indonesia and Australia. (2) It was also stated that our finance was attempted not be dependent on oil. (3) For this reason, it was hoped that non-oil products could be increased. (4) Therefore it was hoped that the Indonesian people staying in Australia

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could suggest the type of products that could be promoted. (5) Apart from this, it was hoped that tourism could be one of the main foreign exchanges in the national development. (6) So, it was hoped that we, the members of Indonesian students Association in Australia (PPIA) could help promote tourism.
Comments: appeared as TLT 8 of Chapter Eight.

TL Text V

(1) According to Mr. Parapak, World Expo 1988 is successful in reactivating the official visits between Indonesia and Australia. (2) It is also stated that the country's finance will not be dependent on oil. (3) Therefore, non-oil products sould be increased. (4) For this reason, it is hoped that the Indonesian community in Australia could give information of the products which need to be promoted. (5) Besides this, it is hoped that tourism could be one of the main foreign exchanges to aid the national development. (6) So, it was hoped that the members of the Indonesian Students' Association in Australia (PPIA) can help promote tourism.
Comments: a wrong expression of tenses.

TL Text VI

(1) According to Mr. Parapak , World Expo 88 held in Brisbane (Australia) has been successful in reactivating the official visits between Indonesia and Australia. (2) He also stated that the Indonesian government has made attempts not to depend the country's finance on oil. (3) Therefore non-oil products should be increased. (4) For this reason, it was hoped that Indonesian people in Australia could inform the government about the products for promotion. (5) Besides this, it was hoped that tourism could be one of the main foreign axchanges to support the finance of the national development (6) In this case, it was hoped that the members of the Indonesian Students' Association in Australia (PPIA) help promote tourism.
Comments: shifts of tenor in (becomes advising with 'should').

TL Text VII

(1) According to Mr. Parapak, the activities of the World Expo 88 has been successful in bridging the gaps in official relations between Indonesia and Australia. (2) It was also stated that the country's finance should not be dependent on oil. (3) So the non-oil product should be increased (4) For this reason, it was hoped that the Indonesian people in Australia could suggest the government about what products need promotion. (5) Besides this, it was hoped that tourism could be one of the main foreign exchanges for the (national) development. (6) So it was hoped that PPIA members could help promote tourism .
Comments: contains grammatical regrouping.

TL Text VIII

(1) According to Mr. Parapak, the activities of the World Expo 88 has been successful in resuming the (broken) official visits between Indonesia and Australia. (2) It was also stated that there have been attempts for our country's finance not to be dependent on il. (3) This mean that non-oil products should be increased. (4) For this reason, it was hoped that the Indonesian people in Australia could inform the government about products which need promotion. (5) Besides this, it was hoped that tourism could be

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one of the main foreign exchanges to aid the national development. (6) In
this case, the members of PPIA are expected to help the government promote
tourism.   '
Comments: contains grammatical regrouping.

TL Text IX

(1) According to Mr. Parapak, the activities of the World Expo 88 have
been able to reactivate the official visits between Indonesia and
Australia. (2) It was hoped that the country's finance has been attempted
not to depend on oil. (3) Therefore, non-oil products and exports should be
increased. (4) For this reason, Indonesian community in Sydney is hoped to
to inform us about the products which nees promotion. (5) Besides this,
tourism was expected to become one of the main foreign exchanges for the
(national) development. (6) In this case, the members of PPIA are expected
to be able to help promote tourism.
Comments: contains grammatical regrouping.

TL Text X

(o) In the meeting with the members of PPIA (the Association of
Indonesian Students in Australia) with Mr Parapak as the head of IKAMA (the
Indonesian Association of Australian Graduates), who was in Australia on
official visits accompanying the minister of tourism and post-
telecommunications, talked about certain important things. (1) According
to Mr. Parapak, the activities of World Expo 88 have reactivated the
official visits between Indonesia and Australia, which stopped because of
the Jenkins affair. (2) Apart from this, it was also stated that the
government has attempted a financial independence from oil. (3) which
means that non-oil products should be increased. (4) For this reason, the
Indonesian community in Australia were expected to inform the government
concerning the products which need promotion. (5) Besides this, it was
expected that tourism would turn out to be one of the main foreign
exchanges to aid the national development. (6) In this case, it was
expected that members of PPIA could be promoters of tourism.
Comments: includes the sentence of introduction concerning the speaker.

APPENDIX V

A LIST OF SOURCES OF SL TEXTS
(Listed in the order of their appearance in the thesis)

1. "Bulletin", Indonesian Association (in Cooperation with the Indonesian Consulate General in Sydney), NSW Branch, Vol. I, No. 4, 1986, p.4.

2. "Pertiwi", a magazine for women, Jakarta, No. 71, January, 1989, p. 11.

3. "Ilmu Pengetahuan Alam" ('natural sciences'), a book prescribed for the primary school, 6A, Solo, Indonesia, 1982, p. 32.

4. "Argumentasi dan Narasi", Gramedia, Jakarta, 1985, p.122

5. "Kalimat Efektif", Gramedia, Jakarta, 1985, p. 11.

6. "Gadis", a magazine for young (female) readers, Jakarta, Nov. 1983, p. 89.

7. "Berita Kelompok", a short bulletin for Kelompok Sipedas, Singosari, Malang, Indonesia, No. 4, 1980, p.2.

8. "Himpunan Pikiran Pelajar", Gedung Joang, Jakarta, 1976, p.72.

9. "Forum Pemuda", Kantor Menteri Negara Pemuda dan Olah Raga, Jakarta, No. 85, VIII, January, 1987, p. 15.

10. "Pelik-pelik Bahasa Indonesia", Pustaka Prima, Bandung, 1982, p. 1.

11. "Gadis", a magazine for young (female) readers, Jakarta, Nov. 1983, p. 102.

12. "Kompas", an Indonesian prominent newspaper, 27 September 1980.

13. "Media", Perhimpunan Pelajar Indonesia di Australia 'Indonesian Students' Association in Australia' (PPIA), Univ. of NSW, December, 1983, p. 3.

The General Description of Instruction Given
to the Students for the Translation Exercises

1. A short instruction was given: Translate the following Indonesian text into English.

2. The source of the text was given, e.g. "From Gadis, No. 8, 1984, p. 4, etc.

3. The interpersonal relationship between interactants was explanide, e.g. "The writer attempts an indirect relationship with his/her readers", and the translators were asked to note this.

4. The purpose of the text was explained, e.g. "the text is meant to be an exposition concerning....".

5. A general advice was given: Try to make your translation sound natural.