TRANSLATION TECHNIQUES OF THE COMPLEX SENTENCES IN BILINGUAL TEXTBOOK *BIOLOGY 1* FOR SENIOR HIGH SCHOOL YEAR X PUBLISHED BY YUDHISTIRA

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Abstract
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This final project was a study which analyzed the use of translation techniques in the bilingual textbook BIOLOGY 1 for Senior High School Year X Published by Yudhistira. The study was done qualitatively. The data were collected by selecting the complex sentences found in chapter five and six. After that, I analyzed and classified the translation techniques used based on Molina and Albir's classification (2002). Next, the data were counted in order to find the dominant translation techniques. At last, based on the experts, the rendering of meaning from each complex sentence were counted. The result of the study showed that there were 113 complex sentences found in chapter five and six. There were only nine translation techniques, they were literal translation, borrowing, adaptation, reduction, particularization, amplification, generalization, transposition, and description. The rendering of meaning of the 113 sentences was mostly good. 90 sentences (79.64 %) were categorized as good by both experts. From the result, it can be concluded that literal translation dominated the translation techniques used by the translator. Although only 90 sentences (79.64 %) were categorized as good by both experts, the whole sentences can be understood easily because there were no deviated meaning.

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INTRODUCTION

In this era, the role of international language becomes very important, especially English. People's need of English ability is growing bigger since English is used to access knowledge and information which are more easily accessible now through the internet. Indonesia, which in fact is a developing country, in this case, does not want to miss any chance to go forward and actively participate in this era. Therefore, the government has done several things to improve our educational quality. One of them is by establishing the bilingual program for a number of educational institutions in Indonesia.

Due to facilitate the bilingual program, the learning resources which can support bilingual instruction programs must be provided. Establishing textbooks which use two languages in delivering the materials is necessary. Thus, the bilingual textbooks have been made. The books are designed in two languages, Indonesian-English. Those books are supposed to make the students easier to understand the materials and master the English at the same time. Those books are Biology, Geography, History, Mathematics, Physics, Chemistry, etc.

It is interesting to discover whether the book which is written in two language versions is translated properly or not. In this study I focus on analyzing a book entitled *BIOLOGY 1* for Senior High School Year X published by Yudhishtira. I limit my focus on the use of translation techniques used in the book. To assess the translation technique, I use the translation techniques classification introduced by Molina and Albir.

Bilingual textbook *BIOLOGY 1* for Senior High School Year X published by Yudhistira used English and Indonesian language to deliver the materials. Explanation in the book present description of a certain object which is contains many words, phrases, sentences and paragraphs. Moreover, Biology deals with many specialized terminologies which relatively much more difficult to be translated because the target language sometimes does not have the equivalence of those terminologies. The appearance of the complex sentences also make Biology text more complicated to be translated. Thus, the editor of this bilingual textbook should use certain techniques in their translating process.

Bilingual textbook *BIOLOGY 1* for Senior High School Year X Published by Yudhistira was chosen because it is relevant and has been used in some Senior High Schools in Magelang.

This research is concerned with the translation techniques which are used in bilingual textbook *BIOLOGY 1* for Senior High School Year X Published by Yudhistira. The analysis of translation techniques is based on Molina and Albir's classification. Not all of the materials or components in the book become the object of analysis.

This study is aimed:to discuss the translation techniques used in bilingual textbook *BIOLOGY 1* for Senior High School Year X Published by Yudhistira in delivering the materials and to analyze how the complex sentences render the meaning.

The analysis in this research only focuses on the complex sentences found in core materials in the book, especially in chapter five and six. While definition of a complex sentence is sentence that contains an independent clause and at least one dependent clause (http://grammar.about.com/od/c/g/complexsentence.htm). Therefore, other components of the material such as introduction picture and its note, learning objectives, concept map, keywords, info, task, investigation, summary, and competence test are not analyzed

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Translation

There are many definitions of translation that are proposed by linguists, ranging from the simplest and growing in complexity by widening their focus. Larson (1984: 3) states that "translation is basically a change of form". In translation, the form of the source language is replaced by the form of the target language. Larson (1984:3) also defines "translation consists of transferring meaning of the source language into the target language. This is done

by going from the form of the first language to the form of second language by way of semantic structure. It is meaning which is being transferred and must be held constant."

Newmark (1988:5) explains "it is rendering the meaning of a text into other language in the way that author intended the text". The temptation is to transfer as many SL (Source Language) words to the TL (Target Language) as possible.

Hartono (2009:6), otherwise, defines "translation is reading the author's will and purpose in the form of message which contains both denotative and connotative meanings that exists in the source text that must be reproduced by translators into the target's language. This process runs in a simultaneous cycle.

The basic purpose of translation is to reproduce various types of texts, comprising literary, religious, scientific, philosophical texts etc. in another language. Thus, it makes them available to wider readers to a greater number of target audiences and to bring the world closer.

From those definitions of translation, it can be concluded that translation is an activity of finding out the equivalent words of SL in TL so that the TL text contains the closest natural and accurate message to the SL text. From the definitions of translation above, it is obvious that every translator should be able to convey the message of source text accurately in the target text.

Translation Method

Translation method refers to the way a particular translation process is carried out in terms of the translator's objective, i.e., a global option that affects the whole text (Molina and Albir, 2002: 507). Each solution the translator chooses when translating a text responds to the global option that affects the whole text (the translation method) and depends on the aim of the translation. Thus, translation method influences the translation product. It means that the translation product depends on the translation method chosen by the translator because his purposes and/or desires will have an effect on the whole translation product.

Translation Techniques

The difference between translation method and translation technique is that translation method affects the whole text; meanwhile translation technique affects micro-units of the text. Molina and Albir (2002: 509) define translation techniques as procedures to analyze and classify how translation equivalence works. They have five basic characteristics:

1) They affect the result of the translation

2) They are classified by comparison with the original

3) They affect micro-units of text

4) They are by nature discursive and contextual

5) They are functional

Obviously, translation techniques are not the only categories available to analyze a translated text. Coherence, cohesion, thematic progression and contextual dimensions also intervene in the analysis. According to them, there are eighteen translation techniques as follows:

1. Adaptation. To replace a ST cultural element with one from the target culture, e.g., to change *baseball*, for *fútbol* in a translation into Spanish.
2. Amplification. To introduce details that are not formulated in the ST: information, explicative paraphrasing, e.g., when translating from Arabic (to Spanish) to add *the Muslim month of fasting* to the noun *Ramadan*. Footnotes are a type of amplification. Amplification is in opposition to reduction.
3. Borrowing. To take a word or expression straight from another language. It can be pure(without any change), e.g., to use the English word *lobby* in a Spanish text, or it can be naturalized (to fit the spelling rules in the TL), e.g., *gol, fútbol, líder, mitin*.
4. Calque. Literal translation of a foreign word or phrase; it can be lexical or structural, e.g., the English translation *Normal School* for the French *Écolenormale*.
5. Compensation. To introduce a ST element of information or stylistic effect in another

place in the TT because it cannot be reflected in the same place as in the ST.

6. Description. To replace a term or expression with a description of its form or/and function, e.g., to translate the Italian *panettone* as *traditional Italian cake eaten on New Year's Eve*.

7. Discursive creation. To establish a temporary equivalence that is totally unpredictable out of context, e.g., the Spanish translation of the film *Rumble fish* as *La ley de la calle*.

8. Established equivalent. To use a term or expression recognized (by dictionaries or language in use) as an equivalent in the TL, e.g., to translate the English expression *They are as like as two peas* as *Se parecencomo dos gotas de agua*in Spanish.

9. Generalization. To use a more general or neutral term, e.g., to translate the French *guichet*, *fenêtre*or *devanture*, as *window* in English. It is in opposition to particularization.

10. Linguistic amplification. To add linguistic elements. This is often used in consecutive interpreting and dubbing, e.g., to translate the English expression *No way* into Spanish as *De ninguna de lasmaneras* instead of using an expression with the same number of words, *En absoluto*. It is in opposition to linguistic compression.

11. Linguistic compression. To synthesize linguistic elements in the TT. This is often used in simultaneous interpreting and in sub-titling, e.g., to translate the English question *Yes, so what?* With *¿Y?*, in Spanish, instead of using a phrase with the same number of words, *¿Sí, y qué?*. It is in opposition to linguistic amplification.

12. Literal translation. To translate a word or an expression word for word, e.g., *They are as like as two peas* as *Se parecencomo dos guisante*, or, *She is reading* as *Ella estáleyendo*.

13. Modulation. To change the point of view, focus or cognitive category in relation to the ST; it can be lexical or structural, e.g., to translate as *you are going to have a child*, instead of, *you are going to be a father*.

14. Particularization. To use a more precise or concrete term, e.g., to translate *window* in English as *guichet* in French. It is in opposition to generalization.

15. Reduction. To suppress a ST information item in the TT, e.g., *the month of fasting* in opposition to *Ramadan* when translating into Arabic. It is in opposition to amplification.

16. Substitution (linguistic, paralinguistic). To change linguistic elements for paralinguistic elements (intonation, gestures) or vice versa, e.g., to translate the Arab gesture of putting your hand on your heart as *Thank you*. It is used above all in interpreting.

17. Transposition. To change a grammatical category, e.g., *He will soon be back* translated into Spanish as *No tardará en venir*, changing the adverb *soon* for the verb *tardar*, instead of keeping the adverb and writing: *Estará de vuelta pronto*.

18. Variation**.** To change linguistic or paralinguistic elements (intonation, gestures) that affect aspects of linguistic variation: changes of textual tone, style, social dialect, geographical dialect, etc., e.g., to introduce or change dialectal indicators for characters when translating for the theater, changes in tone when adapting novels for children, etc.

The analysis on this study was focused on the complex sentences found in the core materials. There were 113 complex sentences found in this study. They became the object of the study and had been analyzed qualitatively based on Molina and Albir classification (2002).

The theory suggested by Molina and Albir (2002) comprises the eighten translation techniques which are usually used by the translator/s. Those are adaptation, amplification, borrowing, calque, compensation, description, discursive creation, established equivalent, generalization, linguistic amplification, linguistic compression, literal translation, modulation, particularization, reduction, substitution (linguistic, paralinguistic), transposition, and variation. The study found that the translators of the book used

some of those translation techniques in delivering the materials. From those translation techniques, there were nine translation techniques found in the analysis.

The findings were summed up in the following table. The table was formulated to make the readers easier to get information about the results of the study.

Table 4.1 Data Tabulation

No	Translation techniques	Frequency	Percentage
1.	Literal translation	109	42.25 %
2.	Borrowing	94	36.43 %
3.	Adaptation	22	8.53 %
4.	Reduction	10	3.87 %
5.	Particularization	9	3.49 %
6.	Amplification	8	3.10 %
7.	Generalization	3	1.16 %
8.	Transposition	2	0.78 %
9.	Description	1	0.39 %
Total		**258**	**100.00 %**

There were 113 sentences analyzed and based on the table 4.1, there were nine translation techniques were found with the total frequency is 258 times because most of the sentences used not only one translation technique, but the combination between two until four techniques. From those data tabulation table, the most occurrence was literal translation with the frequency 109 times (42.25 %). Another translation techniques occurred; those were borrowing as the second with the frequency 94 times (36.43 %), the third was adaptation with the frequency 22 times (8.53 %), the fourth was reduction with the frequency 10 times (3.87 %), the fifth was particularization with the frequency 9 times (3.49 %), the sixth was amplification with the frequency 8 times (3.10 %), the seventh was generalization with the frequency 3 times (1.16 %), the next was transposition with the frequency 2 times (0.78 %), and the smallest number was description with the frequency 1 times (0.39 %).

Literal Translation

Literal translation were the most used translation technique in Bilingual Textbook *BIOLOGY 1* for Senior High School Year X published by Yudhistira. The frequency of this technique was 109 times (42.25 %).

Literal translation is a technique where translate a word or an expression word for word based on the function and meaning in the sentence. It does not mean translating one word for another. Some examples of this translation technique are presented as follows:

(1) No. 34 page 164

ST: *Di daerah beriklim sedang, batang biasanya berada di dalam tanah sehingga yang tampak dominan adalah daunnya yang tipis dan lebar.*

TT: In the temperate zone, stem is usually underground, so that its dominant appearance is a thin and large leaf.

(2) No. 40 page 168

ST: *Bentuk daunnya bermacam-macam, biasanya kaku dan selalu berwarna hijau sepanjang tahun.*

TT: The shape of its leaf is various, usually stiff and evergreen throughout the year.

Borrowing

From the data analyzed, borrowing occurred for 94 times (36.43 %). Borrowing is a technique where take a word or expression straight from another language. It can be pure (without any change), or it can be naturalized (to fit the spelling rules in the TL). Usually, this

technique used when translating word or phrase. Here the examples of this technique:

(3) No. 1 page 154

ST: *Tumbuhan **(kingdom Plantae)** merupakan **eukariota multiseluler** yang memiliki kemampuan untuk membuat makanan sendiri **(autotrof)**.*

BT: The kingdom Plantae is a multicelluler eukaryote which has the ability to produce their own food (autotrophic).

TT: The **kingdom Plantae** is a **multicelluler eukaryote** which are able to produce their own food (**autotrophic**).

Beside used borrowing technique on the words which were typed in bold font in those sentence, the translator/s also used another two translation techniques, they were reduction and transposition.

(4) No. 2 page 154

ST: *Tumbuhan memiliki **kloroplas** yang mengandung **pigmen klorofil**.*

BT: Plant has chloroplast which contains chlorophyll pigment.

TT: Plant has **chloroplast**, which contains **chlorophyll pigment**.

The translator/s also used literal translation beside borrowing technique on the words which were typed in bold font in those sentence,.

Adaptation

Among 113 data (sentences), this kind of technique occurred for 22 times (8.53 %). This technique replace a ST cultural element with one from the target culture. Here are some examples for this technique:

(5) No. 19 page 160

ST: ***Tumbuhan paku** juga disebut tumbuhan berkomus, yaitu tumbuhan yang memiliki akar, batang, dan daun sebenarnya.*

BT: Ferns are also called as Cormophyta, the plant which have true root, stem, and leaf.

TT: **Ferns** are also called as Cormophyta, the plant which have true root, stem, and leaf.

Beside used adaptation technique on the words which were typed in bold font in those sentence, the translator/s also used particularization, and literal translation.

(6) No. 20 page 160

ST: *Berbeda dengan **tumbuhan lumut**, **tumbuhan paku** dikenali melalui generasi sporofit.*

BT: Different from moss, fern is recognized through the sporophyte generation.

TT: Different from **moss**, **fern** is recognized as sporophyte generation.

The translator/s also used borrowing and literal translation beside used adaptation technique on the words which were typed in bold font.

Reduction

Reduction is a technique which suppress a ST information item in TT. In a simple way, this technique omit the unimportant words. This technique occurred for 10 times (3.87 %). The examples of this technique are elaborated as follows:

(7) No. 1 page 154

ST: ***Tumbuhan** (kingdom Plantae) merupakan eukariota multiseluler yang memiliki kemampuan untuk membuat makanan sendiri (autotrof).*

BT: Plant (the kingdom Plantae) is a multicelluler eukaryote which has the ability to produce their own food (autotrophic).

TT: The kingdom Plantae is a multicelluler eukaryote which are able to produce their own food (autotrophic).

Instead of translated into the word plant, the word ***tumbuhan*** was omitted; thus, the translation technique used in those sentence was reduction.

Beside used reduction technique on the phrase which was typed in bold font in those sentence, the translator/s also used another two translation techniques, they were borrowing and transposition.

(8) No. 6 page 156

ST: *Reproduksi secara seksual dapat terjadi melalui peleburan gamet jantan dan betina,*

sedangkan aseksualnya antara lain melalui fragmentasi dan pembentukan gema (kuncup tunas).

BT: Sexual reproduction occurs by fertilization of male and female gametes, whereas asexual reproduction occurs by fragmentation and *gemmae* (sprout bud) formation.

TT: Sexual reproduction occurs by fertilization of male and female gametes, whereas asexual reproduction occurs by fragmentation and *gemmae* formation.

The phrase **kuncup tunas** was omitted; this was the evidence that reduction was applied in those sentence.

The translator/s also used borrowing and literal translation.

Particularization

This translation technique was found in the data analysis with the frequency 9 of 258 times (3.49 %). This technique try to use a more precise or concrete term. There were some examples of sentences using this kind of technique. Those examples are provided as follow:

(9) No. 7 page 156

ST: *Pada beberapa spesies lainnya, anteridium dan arkegonium ditemukan pada tumbuhan yang terpisah, disebut lumut* **berumah dua** *atau heterotalus.*

BT: In some other species, the antheridium and archegonium are found at different plants, they are called *dioecious* or *heterothallus*.

TT: In some other species, the antheridium and archegonium are found at different plants, they are called **dioecious** or *heterothallus*.

The phrase **berumah dua** was translated into the word **dioecious**; so this sentenced used particularization since **dioecious** was the precise term for **berumah dua**.

Beside used particularization technique on the phrase which was typed in bold font in those sentence, the translator/s also used literal translation and borrowing technique.

(10) No. 15 page 158

ST: *Jika spora jatuh di tempat yang sesuai, maka akan* **tumbuh** *menjadi protonema.*

BT: If the spore falls into an appropriate place, it will grow into a *protonema*.

TT: If the spore falls into an appropriate place, it will **germinate** into a *protonema*.

The word **tumbuh** was translated into the **germinate**; thus this sentenced used particularization since **germinate** was more precise term for **tumbuh**. In those sentence, the translator/s also used literal translation and borrowing technique.

Amplification

Occurred for 8 times (3.10 %), amplification is a technique which introduces details that are not formulated in ST: information, explicative paraphrasing. This is the opposite of reduction technique. The examples can be seen clearly as follows:

(11) No. 16 page 158

ST: *Jika anteridium telah matang, maka sel sperma akan berenang menuju ke arkegonium sehingga terjadi fertilisasi, menyebabkan pembentukan zigot.*

BT: If antheridium has matured, sperm cell will swim to the archegonium so that fertilization occurs, leading to the production of zygote.

TT: If antheridium has matured, **in the presence of water or dew**, sperm cell will swim to the archegonium so that fertilization occurs, leading to the production of zygote.

There is an additional information in the target text about the condition that is **in the presence of water or dew**; it indicate that this sentence used amplification technique.

Beside used amplification technique on the phrase which was typed in bold font in those sentence, the translator/s also used literal translation and borrowing technique.

(12) No. 24 page 162

ST: *Jika sporangium sudah matang, maka annulus akan mengering dan mengerut sehingga menyebabkan sporangium pecah.*

BT: If sporangium has already matured, *annulus* will dry and shrink, so that causes sporangium to brake.

TT: If sporangium has already matured, *annulus* or **a row of specific cells at the side of sporangium** will dry and shrink, so that causes sporangium to brake.

There is an additional information in the target text about *annulus*, that is **a row of specific cells at the side of sporangium**; this was the evidence that this sentence applied amplification technique.

The translator/s also used literal translation and borrowing technique beside used amplification technique on the phrase which was typed in bold font in those sentence.

Generalization

From 113 sentences, this technique only occurred for 3 times (1,15%). This technique uses a more general or neutral term. It is the opposite of particularization. The following sentences are the examples of this technique.

(13) No. 21 page 160

ST: *Pada umumnya, **daun yang telah tua** akan membentuk alat reproduksi berupa sorus yang biasanya terletak pada sisi bagian bawah daun.*

BT: Generally, old leaf will form reproduction organ, sorus which are usually located on the underside of the fronds.

TT: Generally, **mature leaf** will form reproduction organ, sorus which are usually located on the underside of the fronds.

The word *tua* was translated into **mature**; not old; this is a generalization technique. The word **mature** here is more general than the world **old**.

Beside used generalization technique on the phrase which was typed in bold font in those sentence, the translator/s also used literal translation, borrowing, and particularization technique.

(14) No. 73 page 196

ST: *Pada tentakel terdapat knidoblas dan mengandung nematosista yang dapat **dijulurkan** dan mengeluarkan racun.*

BT: In the tentacle, there is cnidoblast and it contains *nematocyst*, which can be sticked out and released toxin.

TT: In the tentacle, there is cnidoblast and it contains *nematocyst*, which can **be moved** and released toxin.

The word ***dijulurkan*** was translated into **be moved**, it used generalization technique. The phrase **be moved** here is more general than the word **sticked out**; this was the evidence that generalization technique was applied in those sentence.

The translator/s also used literal translation and borrowing beside generalization technique on the phrase which was typed in bold font in those sentence,

Transposition

This technique changes a grammatical category. Noun into verb, adverb to noun, etc. Occurred for 2 times (0.78%), here the three examples of this technique:

(15) No. 1 page 154

ST: *Tumbuhan (kingdom Plantae) merupakan eukariota multiseluler yang memiliki **kemampuan untuk membuat makanan sendiri** (autotrof).*

BT: The kingdom Plantae is a multiceluler eukaryote which has the ability to produce their own food (autotrophic).

TT: The kingdom Plantae is a multiceluler eukaryote which are able to produce their own food (autotrophic).

The phrase ***yang memiliki kemampuan untuk membuat makanan sendiri*** was translated into **which are able to produce their own food**; it indicated that this sentence used transposition technique since there is a change of grammatical category that is noun (*kemampuan*) was translated into adjective (able).

Beside used transposition technique on the phrase which was typed in bold font in those sentence, the translator/s also used reduction and borrowing technique.

(16) No. 28 page 162

ST: *Generasi sporofit umumnya **memiliki** ukuran tubuh yang besar dan dapat hidup*

menahun, sedangkan, generasi gametofitnya berukuran kecil dan berumur pendek.

BT: The sporophyte generation, in general, usually has larger body size and perennial, whereas the gametophyte generation has smaller size and short-lived.

TT: In general, the sporophyte generation **is** usually larger in body size and perennial, whereas the gametophyte generation is smaller in size and short-lived.

The word ***memiliki*** was translated into **is**; it indicated that this sentence used transposition technique since there is a change of grammatical category that is verb (*memiliki*) was translated into to be (is).

The translator/s also used literal translation and borrowing beside transposition technique on the phrase which was typed in bold font in those sentence.

Description

From the 113 sentences analyzed, this technique only occurred for one time (0.39 %). It means the technique which replace a term or expression with a description of its form or/and function, has the smallest number after all.

Based on the analysis, I found one sentence used description technique. It can be seen as follow:

(17) No. 64 page 192

ST: *Porosit, yaitu **sel** berlubang yang di dalamnya terdapat ostia.*

BT: *Porocytes*, cells which make up the pores of ostia

TT: *Porocytes*, **tubular cells** which make up the pores of ostia.

The word ***sel*** was translated into **tubular cells**; it is used description technique since the word **tubular** is used to describe the shape of the cell itself.

Beside used description technique on the phrase which was typed in bold font in those sentence, the translator/s also used borrowing technique.

Rendering of meaning

Based on the two experts, Dr. Ahmad Sofwan, Ph.D. and Bambang Purwanto, S.S., M.Hum. the rendering of meaning from 113 complex sentences found in Bilingual Textbook *BIOLOGY 1* for Senior High School Year X published by Yudhistira were good. The disagreement between the two experts showed that the weakness from the rest of the complex sentences (20.36 %) was located on the translation techniques chosen by the translator/s. They should find the proper translation techniques and the most equivalence words for some special technical terms. However, the rendering of meaning of the bilingual textbook entitled *BIOLOGY 1* for Senior High School Year X published by Yudhistira was categorized as good since there was no distorted meaning at all.

Both experts were agreed that 90 sentences (79.64 %) got rate 3, which indicated that the rendering of meaning from each sentence was good. Although the translator/s used a lot of translation techniques in each sentence, the whole meaning of the ST was rendered in the TT.

CONCLUSION

The analysis towards the bilingual textbook *BIOLOGY 1* for Senior High School Year X published by Yudhistira showed that from 113 data, there were nine translation techniques were used to translate the materials from Indonesian (SL) into English (TL). Those were adaptation, amplification, borrowing, description, generalization, literal translation, particularization, reduction, and transposition. From the data result, literal translation occurred in a great number with the frequency 109 times (42.25 %). The second was borrowing with the frequency 94 times (36.43 %), the third was adaptation with the frequency 22 times (8.53 %), the fourth was reduction with the frequency 10 times (3.87 %), the fifth was particularization with the frequency 9 times (3.49 %), the sixth was amplification with the frequency 8 times (3.10 %), the seventh was generalization with

the frequency 3 times (1.16 %), the next was transposition with the frequency 2 times (0.78 %), and the smallest number was description with the frequency 1 times (0.39 %).

Based on the two experts, the rendering of meaning of the 113 sentences was mostly good. 90 sentences (79.64 %) were categorized as good by both experts. The two experts disagreed about the rendering of meaning of the 23 sentences left. The first expert rated 10 sentences (8.85 %) as sufficient meanwhile the second expert rated them as good. The second expert rated 13 sentences (11.50 %) as sufficient, whereas the first expert rated them as good. However, the whole sentences can be understood by the readers easily because there were no deviated meaning.

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