

CHAPTER 1

INTRODUCTION

1.1 Background of Translating *ESSENTIAL PSYCHOLOGY– In and Out of School*

There are many languages in the world, language is the system of communication in speech and writing that is used by people of a particular country or area. Every country has different languages, one of them is English. English is one of the most languages commonly used in the world because it is an international language. Everybody can be easy to communicate with foreigners in other countries and for sharing various things as knowledge. Knowledge can be spreading to the whole world in various forms as a book. They have an access easily to conveying information and knowledge. There are some kinds of books have been translated from English into Indonesian as a novel, comic, book of psychology, encyclopedia.

Translation is a process of transferring another language except the meaning. Translation is a transfer process which aims at the transformation of a written SL text into an optimally equivalent TL text, and which requires the syntactic, the systematic and pragmatic understanding and analytical processing of the SL. People need to translate to understand what they want to speak, read and to understand the meaning.

It has benefits and the writer is interested in translating psychology book entitled “ESSENTIAL PSYCHOLOGY – In and Out

School”, this psychology book explains about the value of psychology in education is in providing a basis for decisions – when to intervene, and when to step aside in guiding a child’s progress along his own educational route. Educational practice is founded on the educator’s personal understanding of the range of normal development processes in children it is both a science and an art. To educate well calls upon every resource the educator can muster, well as a wide open mind ready to learn and relearn the business of education.

Learning begins even before birth. As yet, education, in the sense of positive intervention by another, is only available from then on. Natural development or maturation, both physical and intellectual, can be changed from the basic inherited plan. Nothing in life is fixed and immutable. A knowledge of development implies that we expect certain changes to happen within a particular range of time in a child’s life. If such changes are not within the range of what might be expected, then there may be cause for suspicion that something may be amiss, and some action to be taken.

Judgement and action based on knowledge imply some form of assessment. Intuitive feelings are not to be undervalued. They may bring about an essential preliminary check, using whatever information sources are available, leading perhaps to professional help. But the clearest diagnosis and the most effective help stem from expertise rather than ‘feelings’. The true educator, either parent or teacher, already has a considerable amount of information available, but obviously the use made of it varies to extremes.

Education is understood in this book in its broadest sense. To educate is to alter behaviour in same way – whether that behaviour is thinking or doing. Educators generally assume that their intervention is beneficial to the child, though there is some disagreement on that point. What is sure is that a child cannot grow and learn without material to feed on. Whatever a child receives can only be a tiny, and largely pre-selected, portion of possible life experience, in which chance plays a large part.

Then the reason I choose this book to fulfill the assignment final report on English Vocational State Islamic University of Bandung. In general, for all and especially for parents and teachers, so it makes easier to facilitate the reader, especially parent and teacher who do not understand psychology of children, so they can understand the content of this book. The writer is chose contents of the book to translate in Indonesian language. Every unit give a new information for the people who have know about they topic.

1.2 Purposes of Translating The Book

The purposes of this translating the work are :

1. To improve translation skill;
2. To add vocabulary;
3. To add knowledge from the content of translated book;

1.3 Significance of translating

Theoretically, about translation theories of Newmark and Nida. Therefore, the translation result is better. Practically, it can give knowledge to students, other writer, translation community, and readers. Therefore, the translation result can be motivation for all students of English Vocational Program. In creasing translation skill, translation project can help the writer. This project also is hoped to help the readers such as English student, other writer, translation community where people are studying at one of association of translation like HPI (Association of Indonesian Translators), Bahtera and also for people interested in translating the book of historically.

1.4 Theories of Translation

Nida and Taber (1969 : 12) state that “Translation consists of reproducing in the receptor language the closest natural equivalence of the source language message, first in terms of meaning and secondly in terms of style”. The equivalence of meaning is important on the process of translation and it’s to be a core, although to match of meaning is impossible. Because the facts show all aspects of the terms are in the source language, is not always covered when translated into target language.

Translation is the replacement of textual material in source language by equivalent textual material in target language (Catford in Djuharie, 2013:

11). According to opinion above on translation is not just transferring the word of source language into target language with equivalent meaning.

1.5 Translation Methode

According to Newmark (1981 : 45-47) Translation is a craft consisting in the attempt to replace a written message or statement in one language by the same message and statement in another language.

1.5.1 Word-for-word Translation

It is this often demonstrated as interliner translation, with the TL immediately below the SL word-order is preserved and the words translated singly by their most common meaning out of context. Cultural word are translated the main use of word-for-word translation is their to understand the mechanics of the source language or [to constitute a difficult text as a pre-translation process.

1.5.2 Literaly Translation

The SL grammatical constructions forms are converted to their nearest. TL equivalent but the lexical words are again translation singly, out of context. As a pre-translation process, this indicates the problems to be solved*.

1.5.3 Faithful Translation

A faithful translation attempts to reproduce the precise contextual meaning of the original within the constraints of the TL grammatical and lexical ‘abnormality’ (deviation from SL norms) in the translation. It attempts to be completely faithful to the intentions and the text-realisation of the SL writer.

1.5.4 Semantic Translation

Differs from ‘faithful translation’ only in as far as it must take more account of the aesthetic value (that is, the beautiful and natural sounds of the SL text, compromising on ‘meaning’ where appropriate so that no assonance, word-play or repetition jars in the finished version. Further, it may translate less important cultural words by culturally neutral third or functional terms but by cultural equivalents – *ue nonne repassant un corporal* may become ‘a nun ironing a corporal cloth’ – and it may make other small concessions to the readership. The distinction between ‘faithful’ and ‘semantic’ translation is that the first is uncompromising and dogmatic, while the second is more flexible, admits the creative exception to 100% fidelity and allows for the translator’s intuitive empathy with the original.

1.5.5 Adaptation Translation

This is the 'freest' form of translation. It is used mainly for plays (comedies and poetry); the theme, characters, plots are usually preserved, the SL culture converted to the TL culture and the text rewritten. The deplorable practice of having a play or poem literally translated and then rewritten by an established dramatist or poet has produced many poor adaptations, but other adaptations have 'rescued' period plays.

1.5.6 Free Translation

Reproduces the matter without, or the content without the form of the original. Usually it is a paraphrase much longer than the original, a so-called 'intralingual translation', often prolix and pretentious, and not translation at all.

1.5.7 Idiomatic Translation

Reproduces the 'message' of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original. (Authorities as diverse as Seteskovitch and Stuart Gilbert tend to this form of lively, 'natural' translation).

1.5.8 Communicative Translation

It is attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership.

There are some of method by Neymark that used the final report are :

a. Literal Translation

Literal translation is translate the closely the form of the target language, attempts to convey the same meaning in TL text as in the original by using the appropriate expression and using word that natural.

The example:

1. All children have abilities (pg13)

Semua anak memiliki kemampuan

2. Be aware of yourself (pg65)

Lebih tahu diri sendiri

b. Free Translation

Used translate the general meaning, it means the TL text to translate without the style, or content of the original as a natural meaning.

So the translation can be naturally understood. The example:

1. Behaviour starts in a four-week old foetus when the heart begins to beat.

(pg22)

Perilaku dimulai saat saat janin berumur empat pekan ketika jantung mulai berdetak.

2. Symbolic behaviour. (pg23)

Perilaku simbolis.

c. **Communicative Translation**

Communicative translation is constantly concentrated on the reader. Making the smoother, and easier to read. Communicative translation to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the reader. The example:

1. Do you know why children have different abilities?

Tahukah kamu mengapa setiap anak memiliki kemampuan berbeda?

2. Do you know how to distinguish the children with special needs? Tahukah kamu cara membedakan anak berkebutuhan khusus?