

CHAPTER 1

INTRODUCTION

This chapter presents the background of translation as the reason why the writer chose this title to be translated. It also describes the purposes and the significance of this final report for the readers, as well as the process and the methods for translating the text.

1.1 Background of Translation

Translating does not only change the word from the source language to the target language, but translates to changing sentences that can convey the meaning of the sentence. Newmark (1988: 94) also claims that "the word which is accurate, acceptable and acceptable but also connects the word with culture where language belongs to"., Nida and Taber (1984: 12) state that "translating the reproductive nature of the receptor language, first in the term of meaning and secondly in the term of style". Therefore, a translator does not merely translate but convey the message from the translation.

As part of the final report to complete the study, translating books is a must as a requirement to complete the study. The book is titled "What Kids Need to Succeed; Proven, Practical Ways to Raise Good Kids" written by Peter L, Benson, Ph.D., Judy Galbraith, MA., And Pamela Espeland.

The reason why the writer translates this book is because this book has not been translated at all, this book is very important not only for teenagers but for all

ages, namely parents, adults, teachers, leaders of organizations. This book presents practical steps to raise children to be good, and proven children, because the authors of this book conduct surveys.

This book talks about what teenagers need to succeed, practical steps taken by successful teenagers out there, this book has two chapters, the first chapter talks about building external assets, that chapter talks about support given to teenagers and the contribution of adolescents in their organizations and communities. Chapter two about building external assets, the chapter talks about the commitment of adolescents in learning and the positive personality of adolescents who have the strength, the purpose of themselves for their future.

1.2 Purpose of Translation

The purpose of the translation is:

1. To fulfill the final assignment as an English Vocational Student of UIN Sunan Gunung Djati Bandung.
2. To understand the translation process of this book.
3. To improve translation skills and enrich vocabulary.
4. To give information about the book.

1.3 Significance of Translation

This translation project is expected to be useful and helpful for the readers, and significances are:

1. To make readers understand the contents of this book.
2. To provide knowledge to translators and readers of practical steps what children need to succeed.
3. To make readers and parents know the importance of making children successful.
4. To provide knowledge to readers of what organizations and communities can contribute. What kind of motivation and personality make them succeed.

1.4 Process of Translation

Translation is the activity of transferring messages from the source language into the target language. When this activity lasts until the final stage, the translation results occur in the interpreter's brain so that they are able to produce translations. This process is what is meant by the translation process.

Furthermore, Newmark (1988: 144) in an article on linguistics of translation, specifies the stages the process of translation becomes three stages, namely:

1. Interpret and analyze the source language text. This activity is intended to recognize and analyze the text as a whole both in terms of language style, type of text, syntax, grammatical so that the overall meaning of the text can be well identified.

2. Select the equivalent at the word level to the sentence in the target text language. In this stage, the translator seeks and determines the equivalent terms related to the translated field and the cultural equivalents in the target language that is appropriate and appropriate to the term referred to in the source language.
3. Rearrange the text according to the author's intentions, the expectations of the target language text readers, as well as the target language norms. Is the stage of re-expressing what has been done in the previous stage. In this stage, it is possible for the translator to reconsider the previous steps if he finds inconsistencies in the translation.

1.5 Method of Translation

Literally, the method means the regular way used to carry out a work to be achieved in accordance with the desired; systemic way of working to facilitate the implementation of an activity to achieve the specified goals. Regarding translation, the method means a systematic plan and way of doing translation. A translator must have a clear translation method, which is to translate according to what was planned. For example, when translating a text for children, the translator has planned whether to eliminate difficult terms that might cause difficulties for the target reader or not. Of course the selection of a method is accompanied by careful considerations regarding the target reader, the type of text, the wishes and intentions of the author of the text, and the purpose of translating the text.

The V diagram proposed by Newmark (1998:45)



1. Word-for-word Translation

The lingual unit for applying this method is at the word level. One by one the words are translated in sequence, without regard to context. Cultural terms in SL are literally translated. This method can be applied well if the SL structure is the same as the TL structure, or SL text which only contains single words - not constructed into phrases, clauses or sentences - so that they do not interrelate meaning. This method can also be used when dealing with a difficult phrase, namely by doing word-for-word initial translation, then reconstructed into an appropriate translation of the phrase. (Newmark, 1988: 45).

For example:

SL: I like you

TL: Saya suka kamu

2. Literal Translation

This method is still the same as the previous method - word for word, namely matching is still out of context. This method can also be used as a first step in doing a translation. The difference lies in the construction of SL grammar which attempts to be changed closer to the grammatical construction of TL. (Newmark, 1988: 45).

For example:

SL: His hearth is in the right place.

TL: Hatinya berada di tempat yang benar.

3. Faithful Translation

Translation with this method tries to form contextual meanings but still remains tied to the grammatical structure of the SL. This translation tries as closely as possible with TL. This raises a discrepancy with the TL rules, especially the translation of cultural terms, so that the translation results often feel stiff. (Newmark, 1988: 46).

For example:

SL: We describe common myths about aging.

TL: Kami menggambarkan umum mitos tentang penemuan.

4. Semantic Translation

Regarding the engagement with SL, this method is more flexible than the method of loyal translation. The term translated culture becomes easier for the reader to understand. The SL aesthetic element is still prioritized, but

accompanied by a compromise that is still within reasonable limits. (Newmark, 1988: 46).

For example:

SL: He is a book worm.

TL: Dia adalah seorang yang gemar sekali membaca.

5. Adaptation Translation

This method is the most free method of translation. That is, the attachment of language and culture to SL is very thin, almost nonexistent, the attachment is even closer to TL. Cultural elements found in SL are replaced with cultural elements that are closer and closer to the target readers. This method is often used in the translation of drama or poetry texts. (Newmark, 1988: 46).

For example:

SL: It's like riding a bicycle, you'll never forget it!

TL: Ini mudah sekali, kau tak akan lupa caranya!

6. Free Translation

Free translation methods prioritize SL content rather than the structure. Freedom in this method is still limited to expressing meaning in TL, so that it is still limited in purpose or content of SL even though the SL text form is not reappeared. Furthermore, the search for equivalents also tends to be at the level of the text, not words, phrases, clauses or sentences, so it will look like paraphrasing Bsu. (Newmark, 1988: 46).

For example:

SL: The flower in the garden.

TL: Bunga-bunga yang tumbuh dikebun.

7. Idiomatic Translation

Idiomatic translation reproduces 'message' from SL but tends to distort the nuances of meaning. The idiomatic expression in SL is translated as an ordinary expression, not with an idiomatic expression either. This is due to the absence of the same idiomatic expression found in BSA, so that nuance distortion cannot be avoided. (Newmark, 1988: 47)

For example:

SL: It's a piece of cake!

TL: Ini hal yang mudah!

8. Communicative Translation

This translation method seeks in such a way as to produce contextual meaning appropriately, so that aspects of language can be accepted and content can be directly understood by the target reader. (Newmark, 1988: 47)

For example:

SL: Beware of the dogs!

TL: Awas, ada anjing galak!