

UNIVERSITI SAINS MALAYSIA

Peperiksaan Semester Pertama
Sidang 1987/88

LPT 201 - Kaedah Penterjemahan

Tarikh: 5 November 1987

Masa: 9.00 pagi - 12.00 tengahari
(3 jam)

Jawab soalan SATU dan mana-mana EMPAT soalan yang lain.

1. Terjemahkan teks A dan teks B ke dalam bahasa Malaysia.

(40 markah)

TEKS A

Artificial sweeteners have been around for over 100 years, and almost from the start there has been a spirited controversy about their safety.

Debate still goes on but use of these products continues to expand. In 1984, for example, Americans consumed saccharin and aspartame at a rate equivalent to 13.5 pounds of sugar per person - up from 6.1 pounds in 1975. Either separately or in combination, aspartame (under brand names NutraSweet or Equal) and saccharin are now found in diet soft drinks, cereals, puddings, drink mixes, canned fruits, gum, mouth-wash, medicine - and as a substitute in millions of sugar bowls. In the past year, in the US. alone, aspartame has jumped from 35 to 65 percent of the sugar-substitute market.

The latest challenge to artificial sweeteners comes from the magazine Common Cause and U.S. Sen. Howard Metzenbaum who question the U.S. Food and Drug Administration's (FDA) approval of the product. On the other hand, the American Medical Association's Council on Scientific Affairs and many other authorities have approved aspartame as safe for normal children and adults.

Are artificial sweeteners safe?

Sweeter Than Sugar. Aspartame was discovered accidentally in 1965 when chemist James M. Schlatter at G.D. Searle & Co. in Skokie, Illinois, mixed two amino acids, phenylalanine and aspartic acid - normal components of protein - while searching for a stomach-ulcer preventive. When the heated mixture touched his fingers, he licked them and discovered a very sweet taste.

...2/-

Angka Giliran:..... No. Tempat Duduk:.....

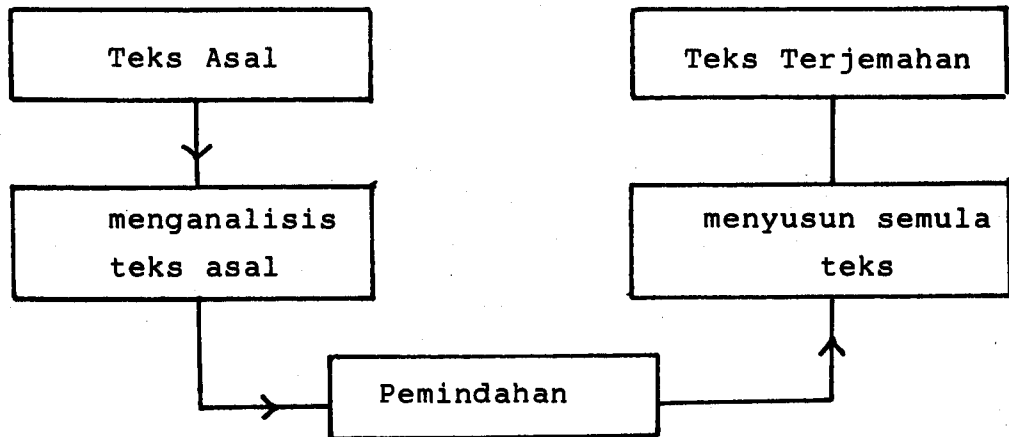
TEKS B

A question often discussed with regard to second language learning is whether it is the same as first language acquisition. The answer depends on the stage at which the second language is learned. If it is learned at an early age before the first language is thoroughly mastered, or almost simultaneously with the first language then second language learning parallels first language learning. If it is learned at a later stage in the formal school setting, there are several observable differences. First of all, the child is exposed to the first language all his waking hours while he probably hears the second language only during the class hour. Secondly, there is a big difference in motivation. A child learning his first language is strongly motivated because his needs and wishes are satisfied by the use of language and his control of his environment and himself increases with his increasingly mastery of his mother tongue. Not only this, but emotional and social ties are created by his use of the first language. The second language seldom fulfils such functions when it is learned as a subject in the curriculum. Thirdly, as the child learns the first language he is also learning the concepts, while in learning the second language he seldom has to form new concepts except where these are foreign to his own culture. Finally, the habits established in first language learning tend to inhabit and interfere with his learnings of the second language. It is also claimed that there is a critical period for language acquisition which extends up to puberty. But according to Carroll: "The evidence for a "critical period" and decline in language acquisition ability during the middle school years is not strong, however, and even if there is some decline. I am not persuaded that one must appeal to biology to explain it." (p. 109) Krashen has since confirmed Carroll's view.

...3/-

Angka Giliran:..... No. Tempat Duduk:.....

2.



Berdasarkan rajah di atas, bincangkan proses-proses menterjemahkan sebuah teks yang berbentuk novel.

(15 markah)

3. Dengan contoh-contoh anda sendiri, bincangkan kelebihan dan kelemahan kaedah terjemahan komunikasi dan kaedah terjemahan semantik.

(15 markah)

4. Bincangkan prinsip-prinsip terjemahan yang terkandung di dalam petikan di bawah:

- (a) A translation must give the words of the original.
- (b) A translation must give the ideas of the original.
- (c) A translation should read like an original work.
- (d) A translation should read like a translation.
- (e) A translation should reflect the style of the original.
- (f) A translation should possess the style of the translation.
- (g) A translation should read as a contemporary of the original.
- (h) A translation should read as a contemporary of the translation.
- (i) A translation may add to or omit from the original.
- (j) A translation may never add to or omit from the original.

(Savory, The Art of Translation, m.s. 54)

...4/-

Angka Giliran:..... No. Tempat Duduk:.....

5. 'In theory, names of single persons or objects are 'outside' language, ... no meaning or connotations, are therefore, both untranslatable and not to be translated.' (Peter Newmark, Approaches To Translation, m.s. 70), huraikan setakat mana benarnya kutipan di atas.

(15 markah)

6. Dengan menggunakan contoh-contoh anda sendiri, bincangkan strategi-strategi yang boleh digunakan untuk menterjemahkan bahasa kiasan.

(15 markah).

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