

UNIVERSITI SAINS MALAYSIA

Peperiksaan Semester Kedua  
Sidang Akademik 2003/2004

Februari/Mac 2004

**HKB 502 – Tajuk-Tajuk Terpilih Dalam Kesusasteraan  
Bandingan**

Masa : 3 jam

Sila pastikan bahawa kertas peperiksaan ini mengandungi **EMPAT** muka surat yang bercetak sebelum anda memulakan peperiksaan ini.

Jawab **TIGA** soalan sahaja.

1. Huraikan perbezaan di antara kesusasteraan yang bersifat “kebangsaan” dan “sejagat.” Dengan merujuk kepada karya-karya yang relevan bincangkan bagaimana karya agung memperlihatkan sifat-sifat di atas.
2. Bincang secara kritis orientasi dan pendekatan ilmu Kesusasteraan Bandingan menurut sekolah-sekolah pemikiran yang utama. Bertitiktolak dari perbincangan anda, buatlah satu rumusan tentang pendekatan yang wajar dalam menilai sebuah karya sastera.
3. Kajian antara disiplin memungkinkan seorang pembaca menghayati proses transformasi dari sastera kepada filem. Dengan merujuk khusus kepada isu-isu budaya yang dibangkitkan oleh karya “Devi” bandingkan kesan yang disampaikan pada khalayak oleh dua media yang berkenaan.
4. Jelaskan asas-asas pendekatan Hermeneutik. Seterusnya, berdasarkan pendekatan tersebut banding dan bezakan tema-tema kerohanian dalam karya **Song of Songs** daripada tradisi Yahudi/Kristian dan **Gitagovinda** daripada tradisi Hindu/Bhakti.

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5. Jelaskan maksud wacana kolonial dan wacana pascakolonial. Kemudian, dengan merujuk kepada Lampiran A dan B berkenaan teks-teks **Salina**, jawab soalan-soalan yang berikut:
- [a] Bandingkan cara penyampaian isu-isu sosial yang dibina oleh pengarang asal dan penterjemah.
  - [b] Bagaimanakah kajian terjemahan sastera dapat dimanfaatkan untuk merapatkan jurang di antara pihak-pihak “pusat” dan “pinggir” dalam teks-teks yang berkenaan?

**LAMPIRAN A**

<p><b>Salina, 1961</b> <b>A. Samad Said</b></p>	<p><b>Salina, 1975</b> <b>terj. Harry Aveling</b></p>	<p><b>Salina, 1995</b> <b>terj. Hawa Abdullah</b></p>
<p>Tapi kami semua kena baca buku Inggeris. ... Kata cikgu kami, buku Inggeris tinggi mutunya. ... kami baca buku-buku karangan Charles Dickens, Jane Austen, Mark Twain, Joseph Conrad dan banyak lagi... Kata cikgu kami buku-buku Inggerislah yang tinggi mutunya di dalam dunia ini.</p>	<p><i>We read English novels at school. ... Its up to us to choose which, as long as they are good literature. I read anything I can get: Charles Dickens, Jane Austen, Mark Twain, Joseph Conrad, and lots more ...</i> <i>Our teacher says that English literature is the best in the world.</i></p>	<p><i>But we had to read English books ... Our teacher said that English books were of high quality. We read books written by Charles Dickens, Jane Austen, Mark Twain, Joseph Conrad and many others ...</i> <i>Our teacher said English books are highly valued throughout the world.</i></p>
<p>Kolam tempat mengambil air sembahyang itu mempunyai empat paip air sahaja. Mereka terpaksa menunggu giliran masing-masing sewaktu mengambil air sembahyang</p>	<p>(ditinggalkan)</p>	<p><i>The pool where people would go for their ablutions had only four taps. They had to wait for their turn</i></p>
<p>Orang-orang di masjid itu banyak yang sudah mengambil air sembahyang ... ada yang masih lagi mengambil air sembahyang.</p>	<p><i>Men performed the ritual ablutions</i></p>	<p><i>Many of the people in the mosque had already completed their ablutions ... some others were in the process of doing so.</i></p>
<p>Saya taulah saya dan kawan-kawan saya semua tu salah.. Kami terima saja apa yang dicakapkan oleh guru kami tu.. Tapi sekarang ni sekurang-kurangnya dah ada jugalah orang yang celikkan mata saya.. Kalau Idah ada buku-buku Melayu berilah saya pinjam</p>	<p><i>Of course your teacher doesn't talk about Malay books. All you boys believe what you're told and read English books. Can you lend me some Malay books?</i></p>	<p><i>I know my friends and I are at fault. We accept whatever the teacher says without question. But now at least someone has opened my eyes. If you have some Malay books Idah, please lend them to me.</i></p>
<p><i>Si bangsat tu pula tak sedarkan diri. Dia tak taukah, dirinya tu tak cantik; asyik terhegeh-hegeh hendakkan anak orang,</i></p>	<p>The bitch wouldn't know what he's up to. She's as ugly as hell, but she can't keep away from him.</p>	<p>That wretced tramp! He doesn't know his place: Doesn't he know he's not handsome, fancy trying to court someone's daughter</p>

## LAMPIRAN B

*People in the '50s, after the war, had undergone a certain kind of life full of misery. Most people today don't realise the effect of Hindi songs - the beat, the rhythm, the music - it lifts your heart. You see the film, you see the dance, the scenery changes, they sing a song, they change clothes seven or eight times, going uphill, downhill, you see the rivers. All that ... makes you happy, it makes you forget.*

(A. Samad Said, 24 June 1996)

*Twenty years later I would probably translate it exactly as it is. That would be as daring as the version I did earlier. DBP didn't give me that choice. They simply asked another translator to produce a new version. Not very courteous of them.*

(Harry Aveling, 14 July 1997)

*... the story of Salina brought memories of my own experiences during the war - the hardships and sufferings families had to face. What happened to Salina was nothing new. I personally know at least two who became the victim of circumstances like Salina. I am not inclined to throw any blame on the way life turned out for them ... Salina had no choice in what she did. I could understand her - I might have done the same if I were her. You know I got very emotional when I was translating, I could feel what she felt.*

(Hawa Abdullah, 12 Ogos 1996).