UNIVERSITI SAINS MALAYSIA

Peperiksaan Semester Pertama

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HMT 325 Terjemahan dan Adaptasi
HMT 405 Terjemahan dan Penyuntingan

Masa: [3 jam]

KERTAS PEPERIKSAAN INI MENGANDUNGI <u>EMPAT</u> [4] SOALAN DI DALAM <u>SEMBILAN</u> [9] HALAMAN.

Jawab <u>**SEMUA**</u> soalan.

1. Berdasarkan mana-mana buku tentang terjemahan yang anda telah baca, apakah pada pendapat anda tugas dan masalah yang dihadapi oleh seorang penterjemah.

    <u>**ATAU**</u>

    Seorang penterjemah bukan sahaja harus menguasai bahasa sumber dan bahasa sasaran terjemahannya, ia juga perlu menguasai bidang yang akan ditanganinya. Apa komen anda?

    [15 markah]

2. Yang berikut ini, di sebelah kiri ialah teks teknikal dalam bahasa Inggeris. Di sebelah kanannya ialah terjemahan teks itu ke dalam bahasa Melayu. Baca kedua-dua teks yang tersebut dan nilaikan terjemahan yang telah dibuat bagi setiap ayat yang telah diterjemah dan beri rumusan kamu secara keseluruhan. Penilaian harus dilihat dari segi:

    [a]   Penggunaan kata   [b]   Penggunaan istilah

    [c]   Pembentukan ayat   [d]   Kesinambungan teks

    [e]   Penyampaian makna.

    [30 markah]

Teks Sumber	Teks Sasaran

Instance Variables - class hierarchies:
First, object class *Y* is said to be a **subclass** of object class *X* - equivalently, object class *X* is said to be a **superclass** of object class *Y* - and if and only if every object of class *Y* is necessarily an object of class *X* ("*Y* ISA *X*").
Objects of class *Y* then **inherit** the instance variables and methods that apply to class *X*.
As a consequence, the user can always use a *Y* object wherever an *X* object is permitted (i.e., as an argument to various methods).
This is the principle of **substitutability** - and thereby take advantage of **code reusability**.

Note: Inheriting instance variables is referred to as **structural** inheritance; inheriting methods is referred to as **behavioral** inheritance.
The ability to apply the same method to different classes - or rather, the ability to apply different methods with the same name to different classes (a class *X* method might need to be **redefined** for use with class *Y*) - is referred to as **polymorphism**.

Pemboleh Ubah Kes - hierarki kelas:
Mula-mula, kelas objek *Y* dikatakan sebagai **subkelas** bagi kelas objek *X* - setara dengan kelas objek *X* dikatakan **superkelas** bagi kelas objek Y - jika dan hanya jika setiap objek kelas *Y* merupakan objek bagi kelas *X* (*Y* ISA *X*").
Maka kelas objek Y **mewarisi** pemboleh ubah kes dan kaedah yang dapat diaplikasi-kan pada kelas *X*.
Akibatnya, pengguna sentiasa boleh meng-gunakan objek *Y* di mana sahaja objek X dibenarkan (yakni sebagai argumen bagi pelbagai kaedah).
Ini merupakan prinsip **kebolehgantian**, dan dengan itu pengguna boleh mengambil kesempatan daripada **kebolehgunaan semula kod.**
Nota: Pewarisan pembolehubah kes dirujuk sebagai pewarisan **struktur**; pewarisan kaedah dirujuk sebagai pewarisan **tingkah laku**.
Kemampuan menggunakan kaedah yang sama pada kelas yang berlainan - atau, kemampuan untuk menggunakan kaedah yang berlainan dengan nama yang sama pada kelas yang berlainan (kaedah kelas *X* mungkin perlu **ditakrifkan semula** untuk digunakan dengan kelas *Y*) - disebut sebagai **polimorfisme**.

3. Terjemahkan teks dalam bahasa Inggeris yang berikut ke bahasa Melayu.

    So far this chapter - and throughout the previous chapter - we have tacitly assumed that the sole operation necessary or available in the decomposition process is a replacement of a relation (in a nonclass way) by two of its projections. This assumption has successfully carried us as far as 4NF. It comes perhaps as a surprise, therefore to discover that there exists relations that cannot be nonloss-decomposed into two projections but can be so decomposed into three or more. To coin an ugly but convenient term, we will describe such a relation as "n-decomposable" ("for some n>2"), meaning that the relation in question can be nonloss-decomposed into two projections we will call "two-decomposable". The phenomenon of n-decomposability for n>2 was first noted by Aho, Beeri, and Ullman [11.1]. The particular case n=3 was also studied by Nicholas (11.20).

    [15 markah]

4. Di bawah ini terdapat dua teks dalam bahasa Benggali dan senarai tribahasa iaitu bahasa Benggali, bahasa Inggeris dan bahasa Melayu. Teks 1 telah diterjemahkan ke bahasa Inggeris dan ke bahasa Melayu. Dengan menggunakan perbandingan analisis sintaksis dan analisis nahu intensional bagi kedua-dua bahasa iaitu bahasa Benggali dengan bahasa Melayu, terjemahkan teks 2 sebagaimana yang anda faham.

    [a] Perbandingan mengikut analisis sintaksis teks 1 (Bahasa Benggali-bahasa Melayu sahaja).

    [10 markah]

    [b] Perbandingan mengikut analisis nahu intensional (Bahasa Benggali-bahasa Melayu sahaja).

    [10 markah]

    [c] Hasil terjemahan.

    [20 markah]

Teks 1	**Bahasa Inggeris/Bahasa Melayu**
Meera amar bondhu'r naam.	Meera is my friend's name. Meera ialah nama kawan saya.
Ami sumudra parhoi, aure dekte eshechi.	**I** have crossed the ocean to come and see her. Saya telah merentasi lautan untuk datang dan melihat dia.
Aur shaate ami saab sukh ar dukh khobbor bole.	I share every sad and happy news with her. Saya berkongsi semua berita sedih dan gembira dengannya.
Meera'r roop ar goon onek.	Meera has good looks and good qualities. Meera mempunyai rupa yang cantik dan sifat-sifat yang baik.
Aur motun manush shohaj-e pabena.	A person like her is not easy to find. Orang yang seperti dia sukar dijumpai.
Choto shomai prothek chuti-te amra ekshongey chilam.	When we were small we spent every holiday together. Semasa kami kecil kami menghabiskan cuti kami bersama.
Roj shokhale surjo otbar aage, amra mandire-giay puja kortam je amra shobshomai ekshongey thakbo.	Every morning before sun rise, we went to the temple and prayed that we would always be together. Setiap pagi sebelum terbit matahari, kami ke kuil dan berdoa supaya kami sentiasa bersama.

Teks 2

A: Namaskar! Ki khobbor, amar bondhu?

B: Ami bhalo achhi. Ar tumi?

B: Onek din tomar shaate dekha hoini. Shobshomai tomar shaate dekhtey ichha korey. Kintu shomai nahi.

A: Ami-o tomar katha bhaabi. Amar tomar shaate onek sukh khobbor Achhey. Ami do teen shapta tomar shaate thakbo.

B: Achha! Khoob sukh khobbor. Emni shampat shohaj-e pabena. Koto din chuti?

A: Ek mash. Kaal shokhale mandirey jabey?

B: Achha. Onek shomai achhey.

Senarai kata yang telah digunakan (di sebelah kiri bahasa Benggali dan di sebelah kanan bahasa Inggeris/bahasa Melayu):

aachi	a m
aage	before/sebelum
achha	good/bagus
achha!	great!/bagus!
achhey	has, have/punya
amar	my/saya
ami	I/saya
ami-o	I also/saya juga
ar	and/dan
aur	her/dia
aure	her/dia
bhaabi	tjoml/fikir
bhalo	fine/baik

bole	tell/beritahu
bondhu	friend/kawan
chilam	spent/menghabiskan
choto	small/kecil
chuti	holiday/cuti
dekha	see/lihat
dekhtey	see/lihat
dekte	to see/lihat
din	day/hari
do	two/dua
dukh	sad/sedih
ek	one/satu
ekshongey	together/bersama
emni	like this/begini
eshechi	came/datang
giay	went/pergi
goon	good qualities/sifat-sifat baik
hoini	did not/tidak
ichha korey	wish/harap
jabey	go/pergi
je	that/itu
kaal	tomorrow/esok
katha	words/kata
khoob	very/amat
ki	what/apa
kintu	but/tetapi
koto	how many/berapa
mandir	temple/kuil

mandirey	temple/kuil
manush	person/manusia
mash	month/bulan
motun	like/seperti
na	cannot/tak boleh
naam	name/nama
nahi	no/tiada/tidak
namaskar!	greetings!
onek	many/banyak
otbar	rise/terbit
pabe	find/temui
pabena	cannot/tak boleh
parhoi	crossed/merentasi
prokthek	every/setiap
puja kortam	prayed/berdoa
roj	every/setiap
roop	appearance/rupa
saab	every/setiap
shaate	with/dengan
shampat	opportunity/peluang
shapta	weeks/minggu
shobshomai	always/senentiasa
shohaje	easily/dengan mudah
shokhale	morning/pagi
shomai	time/masa
shomai	when/apabila
sukh	happy/suka

sumudra	ocean/lautan
surjo	sun/matahari
teen	three/tiga
thakbo	together/bersama
thakbo	would be/akan jadi
tomar/tumi	you/awak.

Lampiran I

assume	**assumes, assuming assumed**. If you assume that something is true, you accept that it is true although you have had no real proof of it. eg. *When you have a language degree people assume that you can speak the language fluently ... I was mistakenly assumed to be a Welshman because of my surname... I assume you don't drive, Mr. Sharpe? ... I am assuming that the misunderstanding will be cleared up.*
convenient	Some that is convenient is 1. suitable and arranged to fit in well with someone's particular plan or purpose. eg. *May I come and talk with you whenever it's convenient? ... a convenient time to visit the hospital.* *conveniently eg. The report conveniently fails to remember our earlier criticism* 2. useful because it saves you time and trouble. eg. *The train is convenient - the service to London is fairly quick ... We decided that it would be a rather convenient place to live ... A quart measure marked in ounces is very convenient.* **conveniently** - *The amount of fuel is displayed conveniently on a gauge* 3. near to you at a particular time, so that you can use it eg. *He sat in the shade on a convenient tree trunk.*
decompose	**decomposes, decomposing, decomposed**. If something that has died decomposes, it changes chemically and begins to rod, eg. *Thousands of bodies everywhere, decomposing, putrefying.*

decomposition	is the process of rotting that takes place when living matter diesand changes chemically.
n-decomposablity	the ability to decompose to n.
nonclass way	Class is a facility provided in the programming language SIMULA. In a nonclass way means the data type does not behave in the same way as that of class.
nonloss decomposed	a decomposition without involving any loss.
particular	when you refer to a particular thing, person or group, you are emphasising that you are talking about that thing, person or group and not about other things, or people of the same kind. eg. *That is the end of the growth of that particular part of the plant.*
relations	In relation to or with relation to something means with reference to it or comparison to it. eg.
sole	
tacit	
two-decomposable	

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