

CHAPTER I

INTRODUCTION

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

1.1 Background of Translation

Language is the important thing in life. Without language, human will not be able to survive well. It is because language is a communication tool used by humans to convey an information. Wardhaugh (1972:3) defines language as a system of vocal symbol used for human. People will know about thing if she or he know and understand what is people said. Language is not only one but also many more. If someone does not understand what is other people said, then the translator must be there.

Translation is a process of transferring ideas, message, meaning, and purpose of Source Language (SL) into Target Language (TL). Wilss and Noss (1982) said that translation is a transfer process which aims at the transformstion of a written SL text into an optimally equivalent TL text, and which requires the syntactic, the systematic and the pragmatic understanding and analytical processing of the SL. According to Nida and Taber (1969:12) translation consist 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.

Translation is not an easy task, since the process of communication through translation must produce translations that have correspondences of meaning with source and language texts in acceptable target text. Therefore it takes a skill and ability to do.

In final report, an education report as the material has been chosen. This book has never been translated before. Education book is the important to add knowledge and every people need education. Education is number one in the world. Because it is important, education often be differences between every countries. Education must be close with school, because education always begin in the school and every people give education in the school. So, the writer chosen the English book entitled *Schools of Quality* by John Jay Bostingl.

This book tells about education in America and Japan. The readers will learn the history of total Quality movement in Japan and the United States. This book is meant not just to be read, but to be used. We will explore some Quality of Total Quality Management philosophical and culture foundations, and see how educators using Total Quality Management principles and practices to improve all aspects of schooling from teacher training to school systems and community groups to teachers and students in classrooms. Because of that, the writer tries to translated this book.

1.2 Purpose of Translating *Schools of Quality*

The purpose of this book translated are :

1. To find out the proper method for translating the book
2. To find the proper meaning from English into Indonesia
3. To understand the translation process of this book
4. To give the information what is in the book for the reader, especially to educator.
5. To be a reference for next coming translation.

1.3 Significance of Translating *Schools of Quality*

The writer hopes the readers obtain the significances both the theoretically and practically, as follows:

1. Its theory can show the proper method and process in translating education book. The theory is also used to solve problems to translate the Schools of Quality Book which will increase vocabularies in science term.
2. The translation can useful for readers especially educator to understand and learn the content without difficultly, all at once it helps the writer increase the knowledge, and the translation is meant not just to be read, but to be used.

1.4 Process of translating *Schools of Quality*

In translation there are so many processes which must be done, because translation is not only process of changing the form of word or sentence, but translation is the process of transferring the idea or information from the source language (SL) to the target language (TL). Before a translator begins translating the text, the translator must understand about the process and procedure of translation because translation is also a way to find the equivalent in another language of one textual material.

According to Larson (1984: 3) when translating a text, the translator's goal is an idiomatic translation which makes every effort to communicate their meaning of the SL text into the natural forms of the receptor language successful. Furthermore, he states that translation is concerned with a study of the lexicon, grammatical structure, communication situation, and cultural context of the SL text, which is analyzed in order to determine its meaning. The discovered meaning is then re-expressed or re-constructed using the lexicon and grammatical structure which are appropriate in the receptor language and its cultural context. The following diagram is presented by Larson as the translation process.

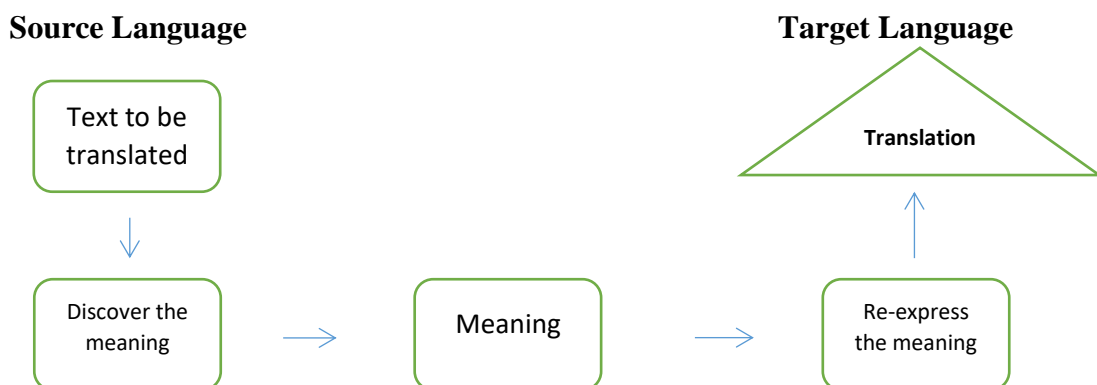
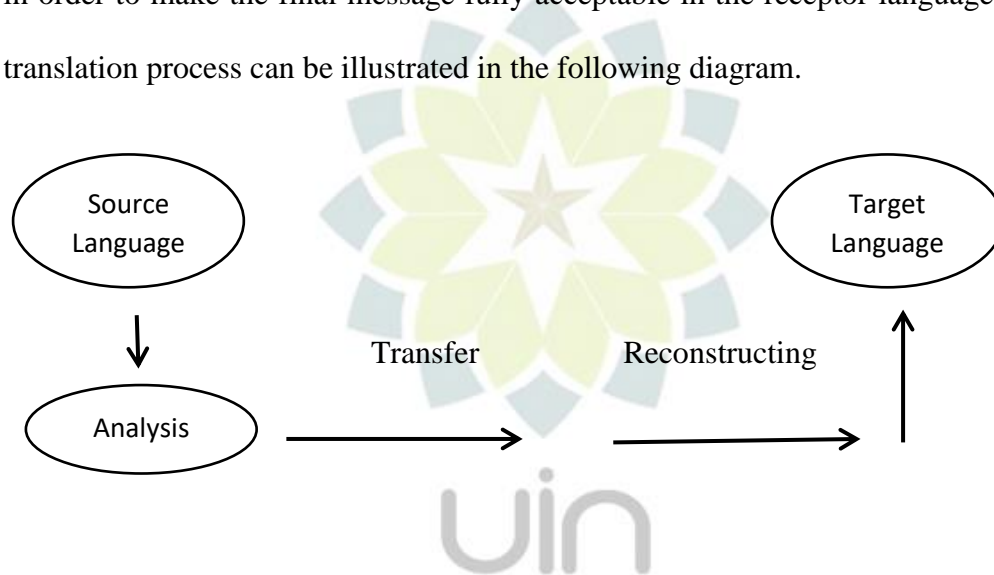


Figure 1.1 Larson's Translation Process

Translation process by Larson (1984: 4) Nida and Taber (1982: 33) distinguish translation process into three stages: (1) analysis, in which the surface structure is analyzed in terms of (a) the grammatical relationships and (b) the meaning of the words and combinations of words, (2) transfer, in which the analyzed material is transferred in the mind of the translator from language A to language B, and (3) restructuring, in which the transferred material is restructured in order to make the final message fully acceptable in the receptor language. The translation process can be illustrated in the following diagram.



1.5 Method of Translation

Translating activities are not easy activities. It is because the translator is required to have good language skills. The central problem of translating has always been whether to translate literally or freely. Therefore some methods are needed to help translators more easily perform their translation activities.

According to Newmark (1988:45-47), he proposed the method the method of translation used language, source language or target language. He divided

method of translation into eight methods and put it in the form of a flattened V diagram:

SL emphasis	TL emphasis
Word-for-word translation	Adaptation
Literal translation	Free translation
Faithful translation	Idiomatic translation
Semantic translation	Communicative translation

1. Word-for-word Translation

This is often demonstrated as interlinear translation, with the TL immediately below the SL words. The SL word order is preserved and the words translated singly by their most common meanings, out of context. Cultural words are translated literally. The main use of word-for-word translation is either to understand the mechanics of the source language or construe a difficult text as a pre-translation process (Newmark, 1988:45).

For example :

- SL : She is younger than me
- TL : *Dia adalah lebih muda daripada aku*

2. Literal Translation

The SL grammatical constructions are converted to their nearest TL equivalents but the lexical words are again translated singly, out of context. As a pre-translation process, this indicates the problems to be solved (Newmark, 1988:46).

For example :

- SL: The sooner or later the weather will change.
- TL: *Lebih cepat atau lambat cuaca akan berubah.*

3. Faithful Translation

A faithful translation attempts to reproduce the precise contextual meaning of the original within the constraints of the TL grammatical structures. It 'transfers' cultural words and preserves the degree of 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 (Newmark, 1988:46).

For example:

- SL: Ben is too well aware that he is naughty.
- TL: *Ben menyadari terlalu baik bahwa ia nakal.*

4. Semantic Translation

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 sound) 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 not by cultural equivalents - *une 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 (Newmark, 1988:46).

For example:

- SL: Keep of the grass.
- TL: *Jauhi rumput ini.*

5. Adaptation

This is the 'freest' form of translation. It is used mainly for plays (comedies) and poetry; the themes, 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 (Newmark, 1988:46).

For example:

- SL: Hey Jude, don't make it bad
Take a sad song and make it better
Remember to let her into your heart
Then you can start to make it better

(Hey Jude-The Beatles, 196)
- TL: *Kasih, dimanakah Mengapa kau tinggalkan aku*
Ingatlah-ingatlah kau padaku
Janji setiamu tak kan kulupa

6. Free Translation

Free translation reproduces the matter without the manner, or the content without the form of the original. Usually it is a paraphrase much longer than the original, also-called 'intralingual translation', often prolix and pretentious, and not translation at all (Newmark, 1988:46).

For example:

- SL: The old lady came again last week
- TL: *Wanita tua itu nongol lagi minggu lalu.*

7. Idiomatic Translation

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 (Newmark, 1988:47).

For example:

- SL: A walk in the park
- TL: *Pekerjaan yang sangat mudah.*

8. Communicative Translation

Communicative translation 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 (Newmark, 1988:47).

For example:

- SL: I would admit that I am wrong
- TL : *Aku mau mengakui kalau aku salah.*