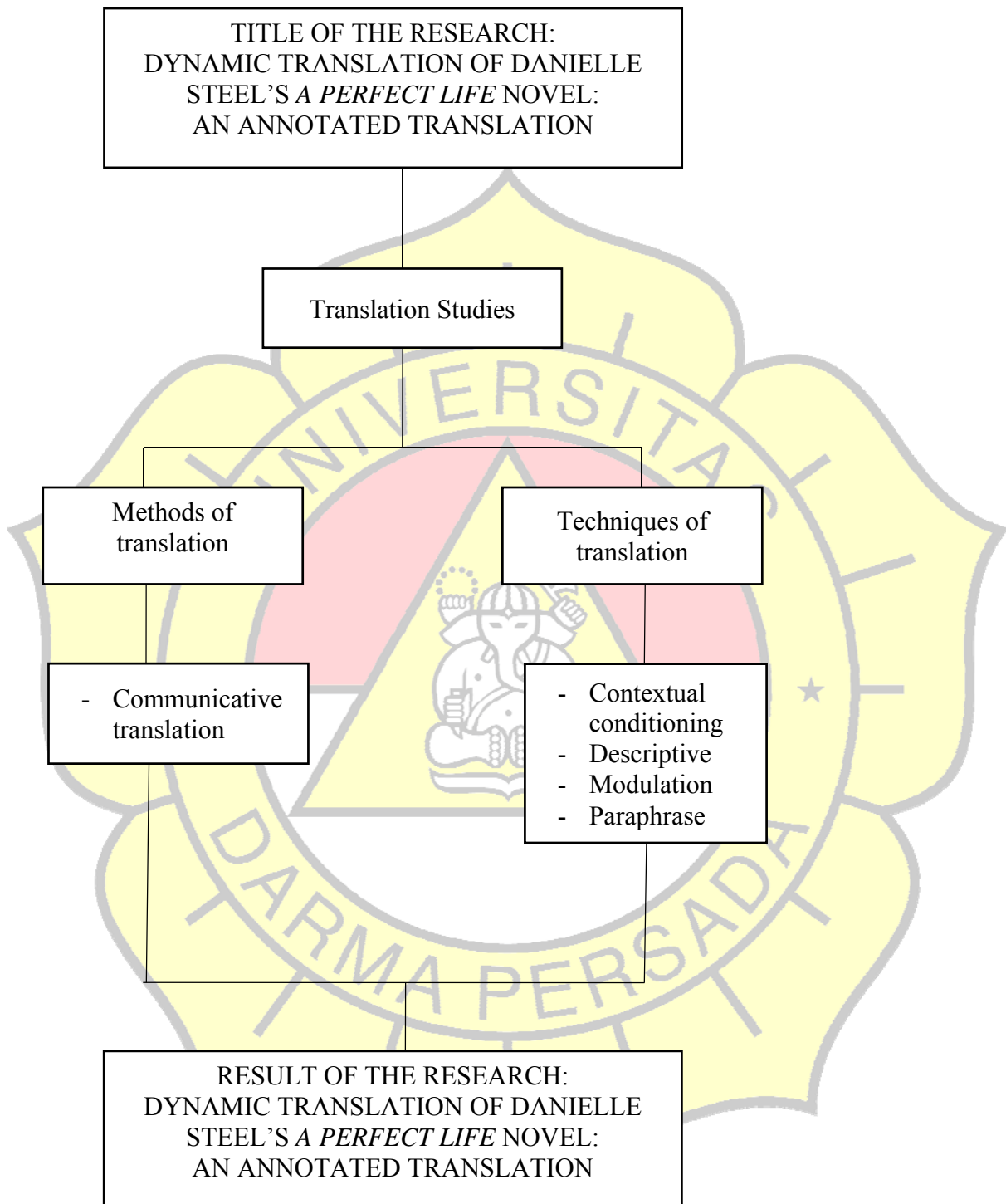


## SCHEME OF THE RESEARCH



## Curriculum vitae

### Personal Data

Name : Sylvia Purimas  
Sex : Female  
Date of Birth : Jakarta, 26 February 1996  
Religion : Islam  
Address : Komplek Pemda  
Jalan Semar 5 Blok B5 No. 7  
Jatiasih – Bekasi Selatan 17423  
Mobile / Phone : 082164220459  
Email : [sylviaprms@yahoo.com](mailto:sylviaprms@yahoo.com)/  
[sylviapurimas@gmail.com](mailto:sylviapurimas@gmail.com)



### Educational Background

2001-2007 : Sekolah Dasar Negeri Jatiasih 5, Bekasi  
2007-2010 : Sekolah Menengah Pertama Negeri 9, Bekasi  
2010-2011 : Sekolah Menengah Atas Negeri 59, Jakarta  
2013-Present : Universitas Darma Persada, Jakarta

### Working Experiences

2009 – 2010 : Occasional English teacher for beginner classes at Mitra English School  
2012 – 2010 : Occasional English teacher for basic classes at Mitra English School  
July – September 2015 : Occasional English teacher for basic and conversation classes at Mitra English school  
December 2016 : Freelance Translator for PT. Kantar projects  
March 2017 : Translating documents for PT. PLN Persero

### Achievements

- Champion I *Eating Crackers* on Indonesian Independence's Day 2004
- Champion I *Catching eels* on Indonesian Independence's Day 2004
- Champion I *Eating Crackers* on Indonesian Independence's Day 2005
- Champion I *Scrabble Game* at Mitra English School Fun Day 2005
- Champion I *Smart Competition* at Mitra English School Fun Day 2005
- Champion I *Smart Competition* at Mitra English School Fun Day 2006
- Champion I *Speech Contest* at Mitra English School Fun Day 2008
- Champion II *Story Telling Competition* at SMPN 9 Bekasi 2009



**DYNAMIC TRANSLATION OF DANIELLE  
STEEL'S *A PERFECT LIFE* NOVEL:  
AN ANNOTATED TRANSLATION**

**SYLVIA PURIMAS**

**2013139002**

**DARMA PERSADA UNIVERSITY**

**BACKGROUND:**

Literary works always seem appealing to be analyzed in translation field. Literary works including novel, poetry, drama, etc., are always interesting to be translated, because it needs different skills to translate literary works. In translating, we have to see text as something that has dynamics and is not only static. An annotated translation is a translation which is supported by notes or explanations in order to deliver logical reasoning on the equivalence chosen. In this research, the writer gives the annotations or notes for her translation version of the novel chosen. The writer chooses Danielle Steel's novel entitled *A Perfect Life* for this annotated translation research. In conducting this term paper, the writer applies theories of translation including methods and techniques of translation.

**FRAMEWORK OF  
THE THEORIES:**

Translation Theories:

**Newmark's**

-Methods of Translation  
-Dynamics of Translation

**Nida and Taber's**

-Dynamic Equivalence  
- Formal Equivalence

**Techniques of  
Translation**

**METHOD OF RESEARCH:**

The research is conducted through qualitative descriptive approach. The writer applies theories of translation learnt including methods and techniques of translation. The writer uses *paraphrase* to ease the readers to easily understand what is meant in the story, especially when it comes to an idiom. The writer uses *communicative method* to help the readers get the contextual meanings that are acceptable. The writer uses *contextual conditioning* to add additional information for brands, proper names, and names of people. The writer tries to offer the same meaning as the author of the novel wants to convey.

**RESULT OF THE RESEARCH:**

In Danielle Steel's *A Perfect Life* Novel, there are some words, acronyms, and expressions. For the words, proper names, and acronyms such as 'UCLA', 'USC', 'town car', 'Margaret Thatcher', 'Rotschild', 'Baron', 'Al-Anon', 'Vaudeville', 'Valium', 'Barney', the writer puts additional information (*contextual conditioning*). For the term, idiom found, the writer describes and explains them clearly (*paraphrase*). *Communicative method* is used in translating 'weather girl' and 'a dog'.

# Attachment 1. TOEIC Score



## LISTENING AND READING OFFICIAL INSTITUTIONAL SCORE REPORT

Sylvia Purimas		<b>LISTENING</b>		<b>TOTAL SCORE</b>  <b>705</b>
Name		Your score <b>360</b>		
2013139002	1996/02/26	5  495		
Identification Number	Date of Birth (yyyy/mm/dd)	<b>READING</b>		
2016/08/05	2018/08/05	Your score <b>345</b>		
Test Date (yyyy/mm/dd)	Valid Until (yyyy/mm/dd)	5  495		
Client/Institution Name: PT. Putra Pratama Raya				
PT International Test Center-TOEIC Center Indonesia, Plaza Sentral 17th Floor, Jl. Jend. Sudirman, Kav.47, Jakarta, Indonesia 12930				
Copyright © 2013 by Educational Testing Service. All rights reserved. ETS and ETS logos, and TOEIC are registered trademarks of Educational Testing Service. *FOR INTERNAL USE ONLY				

LISTENING		READING	
<p>Your scaled score is between 300 and 400. Test takers who score around 300 typically have the following strengths:</p> <ul style="list-style-type: none"> <li>• They can sometimes infer the central idea, purpose, and basic context of short spoken exchanges, especially when the vocabulary is not difficult.</li> <li>• They can understand the central idea, purpose, and basic context of extended spoken texts when this information is supported by repetition or paraphrase.</li> <li>• They can understand details in short spoken exchanges when easy or medium-level vocabulary is used.</li> <li>• They can understand details in extended spoken texts when the information is supported by repetition and when the requested information comes at the beginning or end of the spoken text.</li> <li>• They can understand details when the information is slightly paraphrased.</li> </ul> <p>To see weaknesses typical of test takers who score around 300, see the "Proficiency Description Table. If your performance is closer to 400, you should also review the descriptors for test takers who score around 400.</p>		<p>Your scaled score is close to 350. Test takers who score around 350 typically have the following strengths:</p> <ul style="list-style-type: none"> <li>• They can infer the central idea and purpose of a written text, and they can make inferences about details.</li> <li>• They can read for meaning. They can understand factual information, even when it is paraphrased.</li> <li>• They can connect information across a small area within a text, even when the vocabulary and grammar of the text are difficult.</li> <li>• They can understand medium-level vocabulary. They can sometimes understand difficult vocabulary in context, unusual meanings of common words, and idiomatic usage.</li> <li>• They can understand rule-based grammatical structures. They can also understand difficult, complex, and uncommon grammatical constructions.</li> </ul> <p>To see weaknesses typical of test takers who score around 350, see the "Proficiency Description Table.</p>	
ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED 0%  100%	ABILITIES MEASURED	PERCENT CORRECT OF ABILITIES MEASURED 0%  100%
Can infer gist, purpose and basic context based on information that is explicitly stated in short spoken texts	61	Can make inferences based on information in written texts	77
Can infer gist, purpose and basic context based on information that is explicitly stated in extended spoken texts	70	Can locate and understand specific information in written texts	73
Can understand details in short spoken texts	81	Can connect information across multiple sentences in a single written text and across texts	47
Can understand details in extended spoken texts	73	Can understand vocabulary in written texts	62
		Can understand grammar in written texts	88

\* Proficiency Description Table can be found on our web site, [www.ets.org/toeic](http://www.ets.org/toeic)

### HOW TO READ YOUR SCORE REPORT:

#### Percent Correct of Abilities Measured:

Percentage of items you answered correctly on this test form for each one of the Abilities Measured. Your performance on questions testing these abilities cannot be compared to the performance of test-takers who take other forms or to your own performance on other test forms.

Note: TOEIC scores more than two years old cannot be reported or validated.


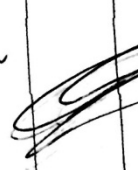
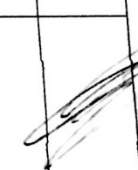


## Attachment 2. Term paper supervision

### I. Lembar Kepembimbingan Skripsi

#### LAPORAN KEMAJUAN PENULISAN SKRIPSI SARJANA

Nama Mahasiswa : Sylvia Purimas  
 Dosen Pembimbing I : Tommy Andrian SS. M Hum  
 Dosen Pembimbing II : .....  
 Judul Skripsi : Dynamic Translation of Dorothea  
Steele's "A Perfect Life" Novel : An  
Annotated Translation  
 Mulai Bimbingan : .....  
 Tahun Akademik : .....

No.	Hari & Tanggal	Catatan Pembimbing	Paraf
1.	Kamis 13 April 2017	- Penyerahan bab 1 & bab 2 - judul diganti saja - Identification of problems dll diganti saja tidak perlu pakai metode. Hanya teknik saja	
2.	Kamis 20 April 2017	- konsultasi ttg revisi bab 1 dan bab 2 - boleh tambahkan teori kalau mau - judul sudah diganti - lanjut bab 3	
3.	Jumat 16 Mei 2017	- Menyerahkan bab 1, 2, dan 3 - bimbingan tentang anotasi	

4.	Jumat 16 Juni	<ul style="list-style-type: none"> <li>- Menyerahkan bab 1, 2, 3</li> <li>- Masukkan audience design dan need analysis</li> </ul>	
5.	Selasa 4 Juli	<ul style="list-style-type: none"> <li>- Perbaiki anotasi</li> <li>- Perbaikan margin</li> <li>-</li> </ul>	
6.	Kamis 27 April 2017	<ul style="list-style-type: none"> <li>- Menyerahkan bab 1, bab 2</li> <li>- Menanyakan soal format</li> </ul>	
7.	Jumat 16 Juni 2017	Memberikan revisi + bab 3	
8.	Rabu 5 Juli 2017	membahas yang sudah dicel	
9.			