

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This section covers some conclusions and suggestions that might be useful for everyone who is seeking information regarding analysis of translation techniques in translating similes written in “The Broken Wings” novel based on the result of the discussions that comes from the data analysis that is presented on the previous chapter.

5.1 Conclusions

As mentioned in the purposes of the research in Chapter I, this research was purposed to identify how many similes translated by M. Ruslan Shiddieq and Sabri, what similes commonly found in “The Broken Wings” novel, and the techniques used by both translators by using Albir and Molina’s (2002:509-511) theory.

After discovering some findings and discussion as described previously, the writer drew some conclusions. First, it is concluded that this research is researchable since the 177 similes as the sample have been found in “The Broken Wings” novel authored by Kahlil Gibran and translated by both M. Ruslan Shiddieq as the first translator and Sabri as the second translator. Those similes are dominated marked by 102 *like* comparison markers, followed by six *seem*

markers, nine *look like* markers, two *resemble* markers, one *remind* marker, two *similar to* markers, 27 *as* markers, and 28 *as if* markers.

Second, explicit simile is the most commonly simile found in “The Broken Wings” novel. In explicit simile, the sense or point of similarity is stated directly (Fadaee, 2010:23), and the explanation of sense is contained on it. There are 134 (75.7%) explicit similes found of total 177 similes. For descriptive qualitative method as the process of finding facts by using interpretation is applied on this research, it can be concluded that Kahlil Gibran mostly described figurative language written in “The Broken Wings” novel by directly stated through explicit simile and make the readers more understand the meaning.

Third, the writer found out that literal translation technique is the most frequently used by both translators, as many as 135 times by M. Ruslan Shiddieq and 84 times by Sabri. For example, *An hour full of old memories passed like the shadows of the trees over the grass* translated into *Satu jam yang penuh kenangan-kenangan lama membersit bagai bayang-bayang pepohonan pada rerumputan* by M. Ruslan Shiddieq, and translated into *Satu jam penuh kenangan-kenangan itu berlalu seperti bayang-bayang pohon di rerumputan* by Sabri. Another techniques used are reduction, applied by M. Ruslan Shiddieq as many as 10 times, and as many as 19 times by Sabri. While generalization technique, is applied by M. Ruslan Shiddieq as many as 10 times, and 12 times by Sabri. Established equivalent technique, respectively used by M. Ruslan Shiddieq as many as nine times, and 10 times by Sabri. The fifth is particularization technique, used by M. Ruslan Shiddieq as many as five times, and by Sabri as many as 11

times. Next is adaptation technique, used by M. Ruslan M. Shiddieq as many as four times, while Sabri used 10 times. Then discursive creation, respectively used by M. Ruslan Shiddieq as many as two times, and used five times by Sabri. The eighth technique is modulation, used by M. Ruslan Shiddieq only one time, and seven times by Sabri. Next is amplification technique, used by M. Ruslan Shiddieq still only one time, and used by Sabri as many as 13 times. The last two techniques that only applied by Sabri are description and compensation, respectively applied as many as three times.

From the overall result, it can be concluded that the similes have been well translated by both translators, because most of the result of translation fulfills criteria of a good translation as Larson (1984:485) proposed, such as accuracy, clarity, and naturalness. The above criteria is applied by both translators to produce good quality of translated novels—*Sayap-sayap Patah*. In addition, Sabri applied more various techniques than M. Ruslan Shiddieq. Sabri applied 11 techniques, while M. Ruslan Shiddieq only applied nine techniques. Sabri added reduction and amplification techniques as the additional techniques he applied on his translation.

5.2 Suggestions

Based on the process of analysis and result of the study, the writer would like to recommend several suggestions. First, the writer recommends that every language learners, particularly those who take translation studies should have comprehensive knowledge concerning translation theories, literature, and

grammar of both source language and target language. These can be done by reading it a lot, particularly the contemporary cases of translation, and through exercising regularly.

Second, the lecturers are recommended to discuss new and different theories, including translation techniques. In addition, the lecturers are suggested to teach theories of translating figurative languages, and give regular exercise to their students.

Third, the writer recommends the future researchers to take some information concerning this field of study, such as wider and deeper translation theories, translating literary works, particularly the theories of translating simile. The last but not least, the future researchers are recommended to do more exploration concerning phenomena of translating figurative languages.