

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter focuses on writing down the conclusions and giving the suggestions for further study. The conclusions and the suggestions are written in the form of numbering which are accompanied by the explanation. Through this chapter, it is hoped that the readers, especially, will learn the result of the study briefly and will be inspired to conduct further study based on the suggestions.

5.1 Conclusions

These following conclusions are taken from the findings and the discussion in the previous chapter. Since this study aims to work out three research questions, therefore the conclusion is formulated into three categories of which one category represents one answer of the research question. The conclusions are:

1. In translating the narrative text entitled Snow White, especially in dealing with certain words, the students employ ten translating strategies. These strategies are taken from the Newmarks' translating strategies (1988: 81-93). The strategies which are applied by the students in this study are the transference strategy, the naturalization strategy, the cultural equivalent strategy, the shift or transposition strategy, the modulation strategy, the recognized translation strategy, the compensation strategy, the expansion strategy, the couplets strategy, and the triplets strategy.

2. The cultural equivalent strategy is the one which is mostly used by the students in translating the text. This strategy is applied, especially, in translating the cultural words, such as Snow White, castle, cottage, and dwarfs. Based on Newmark (1988: 82-83), this strategy is commonly found in translating popular fiction texts.
3. The students' perception towards the translating tasks which are given by their teacher is that the translating tasks can help them enhance their reading habit and increase their vocabulary. The reason behind this perception is because they admit that they even do not read English texts unless their teacher has them do so. In this case, it is obviously seen that the students agree that the translating task is an alternative task to make them read English texts. Although in the reality translating task is neglected by many educators, since it is included into one of the characteristics of the Grammar Translation method which is assumed only to focus on knowing grammar rules, remember vocabularies, and produce a good translation of target language (Richards and Rodgers, 1986: 4; cited in Brown, 2001: 19), but as long as the translating task is helpful for the students, in enhancing their reading habit and vocabulary, it may be employed. As Brown (2001) confirms that even in CLT method, translation may be used when the students benefit from it (p. 45). In addition, some studies prove that there is significant effect for the use of dictionary and glossary in vocabulary learning while reading (Wittrock, Marks and Doctorow, 1975; Anderson and Freebody, 1982; Perfetti, 1985;

Jacobs and Dufon, 1990; cited in Luppescu and Day, 1993: 263-265).

Through the translating tasks, the students confess they are encouraged to read and to learn the vocabularies by using dictionary and making glossary. In conclusion, the translating tasks are still relevant to be applied by the teacher, since the students' have positive perception towards that tasks; they perceive the tasks are useful in helping them cultivate their reading habit and vocabulary.

5.1 Suggestions

These following suggestions are arranged especially for the researcher, the students, the teachers, and commonly for the readers:

1. Based on the finding, the researcher knows that entertaining texts (e.g. English song lyrics from the students' favorite song, students' favorite story, and so on) may be a source text for the translating tasks. In order to develop the students' positive attitude toward reading and the translating tasks, it is important to give opportunity to the students to choose the source texts (materials) based on their interest or pleasure (Krashen, 1989; cited in Rosmalina, 2004).
2. For the students, ideally they have to have good desire in reading English text, even there is no translating task from their teacher.
3. For the teachers, although many educators neglect the use of translating task, since it is a Grammar Translation method, they have to have their

own independent pedagogical belief. The teachers have to bear in mind that when their students have positive perception towards the translating tasks and the students get some benefits from that tasks, it may be conducted as a choice to teach English, especially to enhance their students' reading habit and vocabulary.

4. For the readers who are eager to conduct research in translating field, especially which is related to senior or even junior high school students, they may explore further whether students' translating result represent their performance in English or not, and whether there is a correlation between students' translating product and their mastery in grammar.

