

CHAPTER V

CONCLUSIONS AND RECOMMENDATION

5.1 Conclusions

This thesis reports the result of the study in meeting its purposes. The purpose of this study was to discover what strategies or procedures applied by students in translating an English text into bahasa Indonesia, and what problems they deal with in the translation activity, then how they cope with it.

There are some significant findings of this research that have been explained in the previous chapter related to the strategies or procedures of translation applied by the students, the problems they dealt with and the solution taken in the process of doing translation.

In terms of students strategies, again, it was found Shift or Transposition (20.6%), Couplet (18.83%), Literal translation (15%), Borrowing or Transference (12.5%), Reduction 12%, Expansion (10.16%), Paraphrase (6%), Naturalization (3.83%), and Modulation (0.16%) applied by students in their translation of units of the text in level of words and phrases.

From the findings of the research, it is concluded that different students applied different procedures in dealing with the similar unit of the text. This difference comes from the different background of translation competences each student has. The strategies or procedures applied in translation activity are also influenced by the characteristics of both languages. Either in terms of grammatical structure or cultural feature. Shift or Transposition was used in translating most English noun phrases into bahasa Indonesia because of the difference of

grammatical system of the languages especially in word order. Couplet was also used for translating most English noun phrases when one procedure was not good enough to make good translation in bahasa Indonesia.

Next, for translating adverbial phrases, especially related to time, mostly used procedure is Expansion because of cultural difference in both language. An English adverbial phrase *in 1661* will be *pada tahun 1661* in bahasa Indonesia because in Indonesian culture it is usually added *tahun*, even though *1661* has referred to year, and this makes the translation is more natural than as it translated literally.

In addition, most students applied the procedure of Reduction because they do not have good competence of linguistic or language in translation, besides the lack competence of subject matter of the text which they worked with. In addition, applying Reduction procedure mostly obscures the meaning from the text in the source language in the translation version. While paraphrase was used to give clear meaning in the target text for the unclear word in the English, such as the pronoun *it* that cannot be translated it without paraphrasing it as what the word refers to.

It also should be noted that Literal translation was an appropriate procedure or method in translating an English text into bahasa Indonesia but not for all unit of text. In other words, even though English and bahasa Indonesia are really different in grammatical system, but it doesn't mean that literal translation procedure must be avoided at all. In certain case, this procedure must be applied as well to remain the sense from source language to the target language, especially

from English into Bahasa Indonesia. This is at odds with what stated that literal translation from one language to another obscures the sense.

Borrowing or Transference was used in translating the proper names or the word that was considered as the difficult one, so the students or translator as if she or he has choice, to reduce it, or to transfer it without any changes when the words still cannot be naturalized in target language. While Modulation was the lowest strategy used by all students in translating verb phrase from English into bahasa Indonesia.

Next, the main problem all students deal with is still related to vocabulary or in terms of lexical aspect. This is caused by the special words or terminologies used in certain field that are usually different from others. In terms of this, reading much book across fields is very important for students or translators to be familiar with special terminologies. While related to the solution, students have different ways in coping with the problem they dealt with in the translation process. This is because each student has their own learning strategies. Developing translation competence means developing reading and writing skill in language learning. This is because translation covers reading and writing skill.

In translation classes, students should also be motivated to be familiar with any fields. Because different field usually brings to different terminologies and different problems in translation activity done by student as translator.

5.2 Recommendation

With reference to the findings of the study, several recommendations are proposed. Firstly, the finding of this study cannot be generalized. The other

researcher can have possibility to have different findings in the different sites and respondents. Moreover, as it is known that there are three main types of text in translation study namely expressive, informative and vocative text. All these types of texts have their own features and different from one to another. These different features can bring students or translators different problems as well as the different strategy in coping with any problem in its translation. And this research just used one type of text, namely the informative text type. Besides, this research also just used six students of the same semester as the participants. This is why, it is recommended that other researcher should conduct research on areas such ESP as the present research but using different text type and different students or respondents' background. Because the strategies applied and the problems faced are possibly different from other students with different competence level in translating other type of texts.