CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS
FOR FURTHER RESEARCH

5.1 Conclusions

Every teaching process involves the fundamental elements such as knowledge and skill to be acquired. The knowledge in translation teaching refers to the translation competence. The following are the conclusion of the results of discussion in the previous chapter. First, the translation competences taught in TLW classes included linguistic competence, cultural competence, textual competence, subject competence, research competence, and transfer competence. Every translation competence was implicitly taught in TLW classes. The lecturers did not state directly to the students about the competences that they learned. These competences were discussed case by case during the class discussion session. As a result, not all of the competences got the same emphasis in the class. For example, research and transfer competence were considered to be given more emphasis in TLW classes.

The research competence in the TLW classes was built by focusing on how the students decided the techniques in solving the problems found in the literary translation practices. For example, how the students solved the problems related to pragmatic translation problems, such as the cultural bound terms and poetic language; intercultural translation problems, e.g. differences in vocabulary, syntax and supra-segmental features of two languages and text specific translation problems.

Meanwhile, according to the students’ experiences in TLW classes, the transfer competence was taught by introducing and practicing the students to the poetic language through translating poetry. From the process of the students’ practice of poetic language, the students found that the techniques such as searching the equal words in the dictionary or thesaurus, comparing and contrasting the equal words, composing the rhyming patterns, avoiding the
complexity of words or phrases and using the unique words could be used to solve the problems emerged in literary translation.

Second, the success of teaching process correlates to the material and preparation and development, procedures, and evaluations applied by the lecturers. The two lecturers of TLW classes had different ways in preparing and developing the teaching materials. RL1 asked for the students to negotiate the theme of text that would be the topic in translation practice. RL2, meanwhile, had decided the teaching material in the syllabus formulated. However, both of the lecturers had the same procedures applied in TLW classes. The procedures were designed in the specific patterns of teaching which were conducted in five stages of teaching activities: (1) doing theoretical sensitization; (2) doing translation practice; (3) presenting the students’ works; (4) sharing and discussing students’ experiences; and (5) providing feedback for the students.

Third, the evaluation to the TLW classes was done by the lecturers to evaluate the students’ translation activities viewed from the translation as a process and product. As a process, the evaluation was purposed to: (1) develop the students’ competences and the production of literary translation; (2) build students’ awareness of the differences of transfer strategies; and (3) train the students’ ability to select the solutions of the translation problems. The evaluation of process was categorized into oral analysis feedback (Dollerup, 1994) since it included class presentation and discussion to share their translation works and to give criticism to their fellow’s translation works. In addition, as a product, the evaluation applied was the evaluation as a media to give the feedback of the product resulted by the students. The evaluation was known as a feedback form (Dollerup, 1994:129-130). The evaluation focused on the students’ translation works as the result of the students’ translation practices. The main purpose of the evaluation was to assess the students’ translation quality through analyzing the translation errors made by the students in translation the texts. For the purpose of giving evaluation standard, the criteria of evaluation were needed. The evaluation of students’ works in TLW classes applied the criteria of evaluation proposed by

Fourth, the students’ responses in general, compared with the other terms the class activities placed the highest good responses based on the reasons: (1) the class sharing and discussion activities facilitated the students to see the other fellow students’ works so that they could compare them to see the differences, analyze the differences, know the problems and techniques used in solving the problems; (2) translation tasks given by the lecturers had some advantages for them, for example, improved their translation skill, practiced to apply the theories that have been learned, gave translation training to know the level of translation difficulties, and developed their vocabularies. TLW classes were also considered to be challenging based on the following reasons: (1) the class was good in developing the understanding of doing quality translation; (2) types of materials presented in class were interesting, e.g. translating poems, short story, and comic scripts; (3) Teaching and learning processes were not monotonous, easily understood, and relevant with the syllabus; (4) Class activities were organized with interesting activities, e.g. reading the translated version of the poem, sharing experiences of their unique challenges; (5) the lecturers facilitated the students to the understanding the texts by true understanding of literary texts; (6) The classes discussed and learned some techniques how to make a poetic language in the target language of the poems; (7) The classes also discussed and learned some techniques on how to handle cultural bound words and the words relevant with the culture of other people; and (8) Students were interested to study translating of literary works because they actually like literature.

5.2 Recommendations for Further Research

In accordance with the research findings and discussions presented in Chapter IV and the conclusions of the research written in Chapter V, it is recommended that translators, translation practitioners, lecturers of translation courses, students taking translation courses, and those who are interested in
translation studies conduct a thorough research and the researchers play roles as participants so that they can experience the real conditions of the classroom in order to arrive in better and more accurate research findings and conclusions.