CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter covers the conclusions of the research and the suggestions that might be useful for everyone who are interested in conducting the research related to this study.

5.1 Conclusions

The researcher investigated the students' translation procedures used by 20 respondents in translating "The Wizard of Oz" story based on the translation methods proposed by Newmark (1988). The researcher chose ten figurative words and cultural expressions to be analyzed. The researcher also identified the most common problems faced by the students during the translation process. From the data analysis in findings and discussions of the previous chapter, the research questions have been answered. Thus, the researcher came to several conclusions:

First, the translation procedures used by the students in translating ten figurative words and cultural expressions from "The Wizard of Oz" story were couplets (143 items), triplets (16 items), transference (11 items), reduction (9 items), literal (7 items), quadruplets (7 items), expansion (5 items), and paraphrase (2 items). Couplets were dominantly used because as Newmark (1988, p. 91) stated that couplets are particularly common for cultural words especially the combination of transference and cultural equivalent.

In relation to the explanation above, the translation result from the 20 students were very good. Because it is mentioned by Soemarno (1983, p. 5) that "the message of translation is related to the original manuscript, the message of original manuscript is expressed into target language correctly, the result of translation in target language must look like the original one". The majority of the students' translation are translated appropriately because the translation could be understood easily by the readers and carried the original message from the source text into the target text.

Second, the most common problems faced by the students in translating the text were:

1. There were some vocabulary which were not commonly spoken in daily life. Brislin (1995, p. 27) has argued that vocabulary problems are more serious between pairs of

languages whose cultural and linguistically differences are larger. The solution for this problem was to find the meanings by looking up the dictionary.

2. There were many personal pronouns in a sentence that made the translation unclear, the solution was to write down the names of the characters rathen than using personal pronouns.

3. There were some words belong to polysemy and anthropomorphism which could not be translated easily. The solution was to completely understand the text and adjust the meaning to the context.

5.2 Suggestions

Considering the research result, the researcher would give some suggestions for those who are interested to conduct the further research on translation studies:

1) It is better for the researcher to learn more and completely understand about the translation theories.

2) The researcher should consider the period of time to take a research, so that the researcher would have more time to analyze and calculate the data in order to get more accurate and clearer result.

3) Since this research only focused on translation procedures, and translation problems in translating a narrative story, for the next study, those who are interested in investigating such problems could examine another type of text, not only narrative text, the researcher could also analyze the methods and strategy of translation.