

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter covers two main points which are conclusions and discussions. Conclusions point provides the findings and discussions from the previous chapter generally. Meanwhile, the suggestion points provide some weaknesses of the research and suggestions for the further studies.

5.1 Conclusions

The result showed that there are nine translation strategies found in apprenticeship students' translation products, which are *Calque*, *Borrowing*, *Adaptation*, *Equivalence*, *Substitution*, *Transposition*, *Generalization*, and *Inclusion of Explanation*. The most frequent strategy that was found in the translation products is *Calque* translation strategy with 78 occurrences (45.35%). The next position is *Borrowing* with 51 occurrences (29.65%). The third position is *Adaptation* with 14 occurrences (8.14%). Then it was followed by *Equivalence* strategy with 11 occurrences (6.40%). The next position is *Substitution* strategy with eight occurrences (4.66%). The seventh position is *Generalization* strategy with four occurrences (2.33%). The last position is *Transposition* and *Inclusion of Explanation* both with three occurrences (1.74%).

Based on the findings above, *Calque* translation strategy becomes the most frequent strategy because *Calque* strategy is practical. *Calque* can link the source language and target language very well by maintaining both form and meaning from the text. Moreover, there are many terms that have no equivalence in *Bahasa Indonesia*, so the translators must use *Calque* in translating the texts. This phenomenon indicates that the source texts that were taken by the students have many specific terms that have no equivalence in *Bahasa Indonesia*. Second, this phenomenon also reveals that *Calque* translation strategy had been used by Indonesian people in daily communication.

The second conclusion is about the quality of apprenticeship students' translation products. This data were collected by using the theory of a good translation proposed by Larson (1984), the rubric for the translation was taken from Barnwell (in Eristyaningrum, 2014). After finding the quality of

apprenticeship students' translation products, the interview was held to ask the assessor comment and suggestion for the translation products and the translators as well.

In general, the quality of students' translation products is good. The interview showed that most of interviewee thought that the translation products were good and easy to understand. Moreover, the translation products can transfer the context from the SL into TL which may avoid the misleading to the readers. However, the translators seems did not put their real effort to translate the articles. It could be seen from the most frequent strategy that was used to translate the articles, which is *Calque* strategy which simply adapted the SL into TL. It shows that the translators did not really select the most appropriate translation for the text.

1.2 Suggestions

There are some suggestions that were needed for the readers who want to make this research as the basics for their research. First, is data collection. It is better for the next researchers to increase the amount of sample for the research. 18 articles were enough, but perhaps the next researchers can add at least one translation for each participant. It means that the sample can be 24 articles. The more sample, the more data will be varied.

Second, apprenticeship students' translation products analysis is a new issue in translating research. Perhaps the next research may analyze the translation strategy of apprenticeship students' translation products by using other theories which may give different result to the research.

Third, still in taking the sample of translation, perhaps the next researchers may select one or two genres for the sample. It may focus the research and may simplify the research.

Fourth, in assessing the apprenticeship students' translation products, it is better for the next research to hold a pre-test for the translators. Then hold the post-test for the translators after giving some theories about the criteria of a good translation. It may give a new issue about how the information of a good translation may affect to apprenticeship students' translation products.