

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In the previous chapter, the analysis and discussions of the students' translation works have been presented. This chapter will now present some conclusions and suggestions drawn from the previous chapter. The conclusions are derived from the findings on the data analysis. Whereas the suggestions are going to be drawn to give some inputs for the readers in conducting further studies in this field.

5.1. Conclusions

As stated in chapter I, the study has two purposes to achieve. First, to identify the kinds of strategies that are applied by the students in translating the English poem by William Ernest Henley into Indonesian. Second, to discover the kinds of problems encountered by the students in translating English poem by William Ernest Henley into Indonesian.

From the findings of the study, it can be concluded that, there are five strategies used by the students in translating *Invictus* poem by William Ernest Henley. Most of the students apply literal strategy to translate the poem. The other strategies are blank verse, interpretation, meter imitation, and rhymed translation strategies.

Literal strategy was used by the students when they are trying to give the literal translation of the content of the original poem. Using this strategy the translator is not forced to follow the rhyming pattern or structure of the original poem.

Then, it was also found that there were two problems encountered by the students in translating *Invictus* poem, namely literary and aesthetic, and linguistic problems. The first problem is related to literary and aesthetic features which deal with the elements of poetry. The students solved this problem by using different strategies, namely rhymed translation strategy, interpretation translation strategy, and meter imitation translation strategy. By applying that strategies, the elements

of poetry can be successfully reproduced into the target language (Hariyanto, 2003).

The second problem is related to linguistic feature concerning diction, words, meaning, syntax, context and vocabularies. To translate it, the translators must understand the semantic meaning of the word first before they reproduce the word into the TL.

5.2.Suggestions

After doing the research, suggestions are given to lecturers of translation studies and to those interested in translation research. The first community is English lecturers who lecture translation subject in English Department, and the second community is further researchers who are interested in translation field.

First, lecturers of translation studies should give more translating practice frequently in variety of texts, particularly literary texts and highlight different strategies applied and problems encountered in the translation process.

Second, other researchers who are interested in investigating related issues in translation field should discuss the other kinds of specific texts or particularly texts on poetry with Indonesian as the Source Language (SL) and English as the Target Language (TL).