

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

The aim of the research was to discover the process of translating a short story “The Gift of The Magi” from English to Indonesian done by students at the English Education Department at a state university in Bandung.

The research had reached its aims. The research found two main process of translating. First is technical process and second is linguistic process.

Technical process was discovered in the classroom situation, such as: building the atmosphere or mood to translate, finding out the supporting tools to translate, drafting the translation, paraphrasing the draft, editing the final draft, and submitting the translation works.

Besides technical process, linguistic process is one of the processes in the process of translation. According to Newmark (1987), the process begins with choosing the method of approach. The approach itself divided into two categories, reading sentence by sentence and reading a whole text. The next process is translating with four levels of translation: textual level of translation, referential level of translation, cohesive level of translation and naturalness level of translation. Finally, the last process is revision process.

The participants in the linguistic process are somewhat different from the technical process. From fourteen participants, two participants were chosen. The participants were DNI and IFR. There were two reasons DNI and IFR were chosen. First, both of their texts were qualified to be a good translation (Larson, 1984). The criteria of good translation were accuracy, clarity and naturalness. Second, both of them used suitable approach to the suggested framework by Newmark. For instance, DNI translated the text by reading sentence by sentence, while IFR translated the text by reading a whole text.

According to Nord (1991), students should overcome their problems and find the solutions by themselves. Technical problems were conventional tools,

consumed much time in drafting, using untrustworthy references, did not use proofreaders and connectivity or power supply. For linguistic problems, both of DNI and IFR had a one similar problem, unfamiliar vocabulary of the text. DNI also had a problem with complex sentences which lead to ambiguous and grammatical structure mistake, while IFR was unfamiliar with literature text genre such as short story.

Technical problems were covered by replaced with electronic tools, checking each other text, critically select information, checked and edited their works constantly and sending the translated text from a good internet café or sent the text in the following day. For linguistic problems, both of DNI and IFR covered the problems with solutions by themselves. To solve the unfamiliar words and text genre in the translation process, both of them looked for references as needed or read another translated 'The Gift of The Magi' text as reference. For the complex sentence, DNI used dictionary or textbook to help. It was easier to find definition of a word rather than translate a word. For time management, IFR could not find the solution, but IFR still submit the text with a good quality.

5.2 Suggestions

This research is a case study. Hence, the result cannot be categorized as universal findings. But, the research itself reveals the process of translating a short story "The Gift of The Magi" from English to Indonesian used by English Students at a State University in Bandung. This study itself has much significance for the further researchers, translators, and translating lecturers.

It is important to understand the needs of students. The short story "The Gift of The Magi" was chosen as the text for this research, because the literature text is rarely to translate. As a student in English Education Department, translating an academic text is a common phenomenon. A literature text should be considered to the students to gain different unfamiliar words or metaphor from the academic text.

For the future research, the researcher must find a time that fits in the researchers' and the students' time. It is almost impossible, but the researcher could try it.

For the translator and translating lecturer, this research has revealed a process of translating by college students. There is a pedagogical implication on this research for further teaching process in the classroom. Teaching process of translation in the classroom is highly recommended. In this research, there were students who did not truly understand the process of translating. They came up with their own ways to translate. Besides teaching method or procedures, lecturers should teach a proper process of translating.

The process of translation reveals the way of translators to translate their works. It also distinguishes between what is easy and what is hard. For example, translators can choose their approach, with their own way.

Another example is distinguishing what is easy and what is hard. It helps the translator to find references. References also help the translators to create a coherent and natural text.

All of this should be learnt in the translating class. It helps the students to understand the process of translating itself.