

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

This chapter is composed of two sections. Section 5.1 presents the conclusion of the study, section 5.2 puts forward some suggestions for future study that also serves as the last part of the report paper.

#### 5.1 Conclusions

This study mainly seeks to investigate the realization of lexical cohesion in the source text of novel *Laskar Pelangi*. It has been suggested in this study that lexical cohesion plays fundamental role in the construct of analyzing source text and target text, *Rainbow Troops* as its translated novel.

It would be of interest, therefore, to consider, firstly, the extent to which the explicit teaching might benefit students preparing for translating a text. Secondly, whether this conclusion would be replicable in real-life translation practices within the criterion environment, namely academic settings where the novel or book or reading is English.

The first of these inquiries regards the pedagogical implications of the conclusions reached in this study. Decades of research on translating indicate that a reader can satisfy his or her purpose in reading when he text has a good cohesive and coherence, we can conventionally say that that person has understood the text” (Alderson, 1996, p. 226).

Hoey (1991) has highlighted the fact that “repetition in text is a measure of mutual relevance” (p. 226). There is no clear indication in Cohen and Upton’s (2006) study that the respondents’ approach to selecting relevant portions of the passage included the identification of bonds these text excerpts form with question stems and correct options through lexical repetition. On the other hand, it should be apparent from evidence provided in this study, in line with previous related studies (Batista, 2002; MacMillan, 2006), that the observance of lexical

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cohesion may be said to provide appropriate clues in this regard. Therefore, a pedagogic experiment that might prove to be beneficial to EFL students preparing for learning translation would be to devise a simplified version of the lexical cohesive analytical system used in this thesis for use in the classroom.

A second possible inquiry, arising from the conclusions reached in this research, concerns their replicability in actual other academic skills such as reading, writing, listening, and speaking. In this research regarding the role played by lexical cohesion in translation should, a priori, be subject to the limitations of the construct of other skills.

## **5.2 Recommendations**

Although the study has found that lexical cohesion has a fundamental role for translation, it is still recommended that lexical cohesion can be taught to students in every single teaching gradually. Hatim and Munday (2004) suggest that "translation is no longer the preserve of human translators but ... increasingly a process and product..." (p.4).

It is also recommended that a similar study measure the students' productivity in translating a text and, if possible, involve at the very least one fellow researcher in the assessment process. This may reduce the potential loss of assessment reliability and validity. It is expected that this study may offer some new insights regarding the practice of teaching and learning translation.

