

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

The previous chapter has presented the analysis and discussion towards the findings of the quality of students' translation on Lang Leav's poem entitled "She". This chapter will be divided into two sections: conclusions, and recommendations of this study. The conclusion section begins with a brief discussion underlying this study: background, purpose, findings, and conclusion. Then, the recommendation section presents the suggestion for the next research.

#### 5.1 Conclusions

The present research focused on assessing students' translations quality using a TQA model suggested by Juliane House (1997) and analysed the translation solely as a product produced by the student-translators in translation training classroom setting. The aim of the research was to evaluate the students' translation quality on one of Lang Leav's poems entitled "She".

As stated by House herself that the TQA model she suggested "... is still the only fully worked out, research-based, theoretically informed and interdisciplinary conceived approach to translation quality assessment ..." (House, 2015), it is a promising and suitable TQA model which was regarded as appropriate to evaluate the quality of English poetry translation into Bahasa Indonesia. The application, however, only acted as an aid to find overt errors which mostly were made intentionally by the student-translators. The model considered the errors as a sign of a poor quality of translation while, in poetry translation, these types of errors were, in fact, considered as necessary changes to produce a poetry translation which has the same feeling and meaning from the ST to the target language, culture, and community since the structure of poetry is extremely different with the other types of text. The model was not capable of distinguishing necessary changes or errors found in the poetry translations hence

one might not be able to judge the quality of a poetry translation based on this model. These errors were taken as necessary in poetry translation process in order to keep the unique style, structure, and aesthetic-poetic sense of poetry.

All of the poetry translations collected as the data of the present research were categorized as overt translators where overt errors were found. Only one covert error found in all of the TT after obtaining the profiles of the TT which was under the dimension of the author's provenance and stance as a poet and that of the student-translators as university students whom currently taking translation classes as a part of translation training program.

The statement of the quality of the translations produced by the student-translators could not be determined solely based on the numbers of errors found in the TT. The least number of errors found in one TT did not mean the TT was good in quality and the higher the numbers went, the lower the quality was; that was not how the statement of the quality of the translations were identified. One should look closer to the details of the errors, the level of necessity of the errors, and the degree of the equivalence of the preserved meaning in the TT should be taken respectively in order to determine the quality of a translation.

## **5.2 Recommendations**

One of the important implications of the findings obtained in the present research is that by using this model of analysis, students of translation training programs can learn how to analyse ST and TT to evaluate the quality of translated texts from English to Bahasa Indonesia and vice versa or any other pairs of languages. By knowing the theory of TQA and the model of TQA is as important as the practices of Translation Studies whereas the students can understand different concepts of different theories when they learn them practically.

In addition, by comparing the ST with its translation through this model can give insights in teaching translation because it offers the characteristics of the ST and TT languages. Therefore, the findings of the research are hoped to be of help to student-translators of translating and those who are interested in the field of Translation Studies in a way of self-assessment of their own translation works.

Considering the findings, discussions, and conclusions of the research, there are some recommendations for the next researchers who are interested in further developing the study especially for those who will focus on TQA and also for the translators and students in general.

It would be interesting to try to investigate the quality of students' translation on poetry from Bahasa Indonesia to English and later the poetry translations were back translated as the students are native of Bahasa Indonesia and the study could also act to determine and improve the students' English writing skills. Another study about TQA can be conducted on other different types of texts (e.g. Engineering materials on English for Engineering Purposes, Medical materials on English for Medical Purposes, etc.) using the same TQA model to see varieties of covert and overt errors that could possibly found in the TT.

Although TQA sees translation as product, it would be challenging to conduct a research at the beginning of the semester of a translation training class, the data collection acted as the pretest to measure the students' initial competence, the translations later analysed using the House's TQA model and the results of the data collection could be added as an auxiliary material for the lecturer to design the translating course based on the students' competence, the development of the students' competence and skills in translating would be monitored through the midterm examination and at the end of the semester, the final examination papers would be analysed using the same TQA model. The results of the analysis of the pretest, midterm, and final examinations became a holistic material in determining the translation quality of the students.