

CHAPTER V

CONCLUSIONS AND RECOMMENDATION

This chapter consists of conclusions of the research and the researcher's recommendation in the field of translation and education.

5.1 Conclusions

As stated in the first chapter, this research has three aims. The aims are to identify the strategies used by students in translating an English descriptive text into Indonesian, to find out the difficulties faced by students in their translation activity, and to find out the quality of students' translation product.

Based on the findings and discussion sessions, the research actually reaches its aims. For the strategies used by students in translating a descriptive text, it was found from the highest to the lowest percentages; Transposition (46%), Reduction (39%), Literal/Word for word (21%), Expansion (8%), Couplets (8%), Naturalization (3%), and Equivalence (3%). In their translation also were found some cases of mistranslation which reached 18%. The result was in line with what Ahmad (2011) and Infiani (2011) found in their research which stated that students' translation were dominated by Transposition, Literal/Word for word, and Reduction translation strategy.

Transposition or Shift was the mostly used translation strategy by students in translating the text. It suggested that students have already recognized that Indonesian and English have different rule especially in word order. However some inappropriate or out of context meaning of words were still found. The second mostly used translation strategy was reduction. Unfortunately the reduction cases generally happened because of their translation errors like ignoring article, ignoring pronoun, and skipping difficult word.

The next translation strategy mostly used was Literal/Word for word translation. Basically the students have already known about the grammatical rules among SL and TL especially for word order rule. However for some cases which did not need to change the structure, the students generally translated the

text singly word by word with out of context meaning of word. In line with that case, some cases in expansion strategy also happened because of the errors of students. They added unimportant words to their translation product which changed the original meaning.

The next translation strategy found in students work was couplets. It showed that some of them have ability to use more than one strategy in translating a text. Unfortunately this only happened rarely. In line with that, equivalence strategy also was rarely found in students translation work. It was because their knowledge of especially source language was not adequate.

Mistranslation also happened in students' translation work. The percentage was not too big, but it showed that some of the students did crucial problem in translation. Mistranslation means the message is not accurately delivered to the reader. In the other words, the message which is delivered contains wrong information. However, since the translators were beginner learners of English, the problem could be considered as usual error.

The next finding was difficulties faced by students in translating a text. It could be said that generally the problems were categorized as vocabulary problem, lexical problem, and syntactic problem. The biggest problem was vocabulary problem. The students did not know the meaning of 23% words in the text. It generated the next problem which was lexical problem. Many of the difficult words were translated to the out of context target language. Even some of them were wrongly translated.

Students' problems in translating the text influenced their translation quality. Three students' translation works were categorized as acceptable translation, since the scores were more than 70. The other three were unacceptable. The scores were 58, 66, 68, 72, 76.5, and 79.5. It can be seen that actually the range of the scores are not significantly different. Since the minimum score to pass is 70, all of the students basically have opportunity to get pass if they get more exercise.

5.2 Recommendation

This research is actually in form of case study which means that the result of this research cannot be generalized as universal finding. However this research has revealed that basically Junior High School Students have ability to translate an English text especially a descriptive text. Even they successfully applied some translation strategies to their translation work. This potential ability actually needs to be developed. The stage of development should be monitored. So it will be better if there are other studies which examine students' ability in translating text in the higher level.

This research also reveals difficulties or problems faced by students in translating text. The problems can be stated as their weakness in understanding an English text. So the finding of the problems can be an input for teachers to help their students in understanding English text. However because of the limitation of this research, the other studies are needed to find out more information about students difficulties in translating an English text.

This research finds that only half of students' translation works are categorized as acceptable translation. However it cannot be generalized since this research was conducted in a middle cluster Junior High School in Bandung. It would be better if there are other studies which are conducted in different places, different group of students and different text types.

As the last recommendation, the writer suggests to the English teachers to give opportunity to their students to develop their students' translation ability by giving translation activity. It is because the writer found that translation activity is an interesting activity for students. Moreover, if the texts are interesting and easy to understand.