

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter draws some conclusions based on the overall findings and discussions of the study. This chapter also provides the suggestions, implications, limitation of the study, and recommendation for further research.

5.1 Conclusions

As stated in the first chapter, this study aims to investigate the cultural knowledge drawn upon by the students in translating cultural items and finding out the techniques used by the students in translating short functional texts. The data were derived from classroom observation and documents and the results of the analysis have been done and presented in details in Chapter IV.

From the findings and discussion of the study, it can be concluded that the cultural knowledge which concerns cultural competence and culture-specific items in translation were employed by students in translation practices. Essentially, to understand cultural context in the text, students gained cultural knowledge in the learning activity. In the learning activity, cultural knowledge drawn upon by the students in translating short functional texts were cultural competence and culture-specific items. It facilitated students in understanding the cultural words in translating the short functional texts. The outcome of this cultural knowledge shows that students can choose and explain the detailed information of CSIs in order to get equivalent and acceptable words for the target language texts by having cultural competence.

Students' translation techniques are discussed in this study. In the translation practices, students mostly use adaptation, borrowing, and literal translation techniques in translating CSIs of three short functional texts. In addition, students also use transposition technique. Adaptation technique is used by the students when the words consist of cultural equivalent in the target language such as 'Sincerely' and '*Hormat saya*'. Borrowing technique is used by the students when the words do not

have any equivalent from the target language, or an organizational name such as *'bouillabaisse'*. As for the literal translation, this technique is used by students when the words are easy to understand without changing the structure of the word such as 'seasoned web writer' to *'penulis web berpengalaman'*. Last, transposition techniques are used when the words are needed for changing the language structures such as 'Love, Natalie' to *'Salam sayang, Natalie'*.

However, despite the cultural knowledge students draw upon in translating, the translation techniques are found quite unvaried for only four translation techniques used in translating culture-specific items. Still, the result is positive that students in their first times learning translation course are gaining cultural competence and understanding of culture-specific items.

5.2 Suggestions

Based on the research findings, discussion, and conclusions of the research results, suggestions are given to lecturers of the translation course and those who are interested in translation research.

The first suggestion is for the lecturers of translation courses. Cultural knowledge is still rarely taught in translation studies. Cultural knowledge is important for students in order to understand the culture and find the equivalent words for both languages (source language and target language). Therefore, translating practices including cross-cultural and culture-specific items in a variety of texts are highly suggested. This practice is important for students to train and enrich their knowledge in the hope that there is no misinterpretation to the words to be translated. Moreover, cultural knowledge in translation also needs to be taught in the early stage of studying translation course to give the awareness on translating cultural context in the text.

The second suggestion is for those who are interested in translation research. The researcher should conduct further research of cultural knowledge in translation to develop the awareness of culture in translation. In addition to that, the variety of texts for translating cultural knowledge are also needed to be studied. For further

researchers, it is also suggested that they interview several students and do an in-depth discussion with the students with regard to various functional texts.