

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter describes the conclusion of the study and also presents several suggestions for further research.

#### 5.1 Conclusion

The study has focused on the methods of translation used by the students in translating the 11<sup>th</sup> chapter of Nicholas Sparks' novel entitled *The Notebook*. The students' translations were analyzed by using Newmark's translation methods (1988) and then compared to that of Larson's (1984). After that, the students' translations were then assessed by Larson's criteria of acceptable translation (1984). The study has also revealed the problems faced by the students and how they overcame them during translating the text. The solutions of the problems were revealed from the interview.

Data from translation which were gained from different levels of achievement indicated that in translating the text, there were several methods used by the students. The mostly-used methods are communicative, literal, and free translations. These methods were considered to produce successful translations. Meanwhile, other methods such as word-for-word translation in this context did not do as well as the three methods mentioned above in rendering the meaning and the message of the text.

Moreover, data from interview revealed that the problems faced by the students in translating the text are categorized into two: linguistic and cultural problems. Linguistically, the students found it difficult to render clauses containing lexical and semantic ambiguities,

such as the translation for pronouns *he* and *she*. Some of them just translated those pronouns into merely *día*, which may confuse the reader. Culturally, the students did not find it difficult to render the text since it does not contain lots of cultural words.

To do with the problems, students tended to translate the problematic clauses literally. This was due to the fact that they were unable to catch the meaning of the clauses, therefore, they translated them using denotative meaning of the words. Despite all of the problems and inaccuracies in the students' translations, the message of the text can be considered to be delivered to the TL text.

There is no relation between students' level of achievements and their ability in translating the chapter, since all students from all level of achievement experienced problems and performed inaccuracies in their translations.

## **5.2 Suggestions**

In this section, the researcher provides some suggestions for those who want to conduct further research especially on translation of literary text.

A study which takes students as its sample should be conducted more frequently in order to measure as well as to sharpen the students' ability in translating literary text.

This study used a novel containing clauses with intermediate difficulty. Therefore, in order to sharpen students' ability in translating literary text, further research should provide the students with advanced literary texts, where linguistic and cultural problems are more complicated to solve.

