

CHAPTER V

CONCLUSIONS, LIMITATIONS OF THE STUDY, AND RECOMMENDATIONS FOR FURTHER STUDIES

This chapter is devoted to discuss three main points; the first is the conclusion which is the summary of the findings in the previous chapter. The second is the limitations of the study, and the second is the suggestion which may be useful for carrying out the teaching and learning activity, especially in the field of translation.

5.1. Conclusions

Findings of the research shows that most participants still lack of some competences of translation. Of all the translation competences, the linguistic competence is the most dominant competence the students lack of. This linguistic competence includes the grammatical problems which cover the vocabulary problem, morphological problem, syntactical problem, omission, and addition. The total errors of the vocabulary problem, which constitute the highest portion of the errors, are 1706. The rests are spread over morphological problems which count as many errors as 251 cases, 371 in the case of syntactical type, 56 in the case of omission, and 134 in the addition type.

In term of methods, data from the students' translation tasks reveal that the methods that the students mostly used cover word- for- word, literal translation, communicative translation, and free translation. Of the four methods used by the students, the word-for-word translation is the highest portion of method. So, as the result of using this method, students produce translation which not very accurate, clear, and natural.

In term of strategies that students used in the translation activity, the findings showed that most participants used almost homogeneous strategies, meaning that most of them relied nearly the same strategies in reproducing their texts into Indonesian. The strategies that students mostly used were that as proposed by Vinay and Dalbernet and the strategies as suggested by Lam (1995). They are literal translation, addition, omission, modulation (Vinay and Dalbernet in Venutty, 2004), and search strategy, creative strategy, and textual strategy (Lam, 1995).

In term of solution that the students made, there were various ways to use. Data from the the interview, questionnaire as well as from the observation, revealed that students consulted dictionary to overcome their problems in translation (Lam, 19950). It means that when students found difficulties in term of vocabulary or terminologies, they tried to use the strategy of searching. Searching strategy means that students will keep their problem by looking up the dictionary, internet, etc. It seemed that dictionary was very much helpful for them. Besides consulting dictionary, one way was to ask their peers to compare whether their translation had been appropriate or not.

At the meantime, students finished their translation tasks at home since it required long time for participants to complete it. Such a completion brings about a consequence in that students' errors in translating the tasks could be more minimized than if the participants did it at school. Ellis states that students will perform better writing when they are provided with enough time, and worse if they are not.

Those explanations bring us to a conclusion that bilingual students are not always able to translate the foreign language into their native language successfully.

5.2. Limitations of the Study

There are some limitations of the study, and the major one is that some texts were not translated at school during the English class. With the students doing their translation tasks at home, there is a potential loss of the objectivity of the study. This means that there is a possibility that the participants did not do their translation tasks by themselves, but it was their seniors; brothers/sisters/parents/knowledgeable friends, who translated the texts. This would bring about a consequence that the researcher could not guarantee the research validity. Secondly, the translation tasks were not tested to participants previously. In other words, there was no pre-test for the instruments to be used for the study. As the result, no feedback and review were given to the participants.

However, to address the problems above, there were some techniques used. The first technique was that the researcher conducted an interview with the students themselves and with the English teacher to get a feedback. The second technique was that the study used various sources of evidence through multiple data collection techniques, which allowed the researcher to make a triangulation. This was done for the purpose of obtaining the validity through collecting different sources of information.

Besides that, classroom observation was also carried out to hinder the bias. Finally, students' translation tasks were also collected soon after the students finished translating their tasks to enable the researcher to do an on-going analysis.

5.3. Recommendations for Further Studies

As such, there are two points to offer as the solution to face their problem in translating. To overcome the vocabulary problem, it is necessary to direct on the errors area of vocabulary by giving sufficient materials for constant practice. Practice for identifying the word class to which a lexical item belongs is not enough; nor is it sufficient to explain the meaning of a word possesses.

The following vocabulary practice might be useful to solve translation problems; 1) provide students with as many English texts as possible to allow them to have exercises for guessing meanings of words in context, 2) assign students texts which enable them to analyze word formation, 3) make them practice to determine meanings of words and expressions, 4) make them distinguish the meanings and usage of confusing words, 5) make them increase vocabulary by association, and 6) teach them to be familiar with word collocation.

Furthermore, we also have to come up with a couple of ideas that have proved to be useful in the classroom. First, we can organize classes particularly dedicated to using dictionaries. The students are explained what a dictionary entry can tell them in terms of word grammar, stress, phonemic transcription, abbreviations. The next step can be to encourage them to read all the possible definitions and multi-meanings of a word. Moreover, the students are provided with a special handout containing guidelines for translation practice that is, how to deal with participles, sequence of tenses, passive voice, conditional sentences, infinitive and gerund. They are allowed to glance at the handout every time they come across any difficulty in translation. Furthermore, we as well will be benefited from grouping the students and organizing translation contests, which

create cooperative atmosphere. Therefore, the students have a chance to bounce ideas off each other, debate meaning and contexts by participating in oral discussions. We will realize that they feel more comfortable working with their fellow peers rather than with a teacher alone. In this way, the students learn by working together as a competing team while the teacher monitors the activity carefully.

Problem with grammatical knowledge can be overcome by providing students with much practice of identifying words formation and sentence construction, giving them explanation about tenses in every reading class, and giving them sufficient materials about translation which allow them to make comparison between the grammar of the source language and the target language.

Furthermore, it is suggested that teachers give activities that involve some translation to students to promote guessing strategies amongst students and help reduce the word-for-word translation that often occur and which results in inappropriate L2 use. Finally, each of us should keep in mind that it is important to talk about these problems with the students openly. They should be told that translation is not just taking a pen and a piece of paper and starting translating word for word and sentence by sentence. Also, instead of running away from doing translation in class, assigning it as a boring homework activity, it is better to try to make it as amusing and fun as possible. The team work would certainly enhance interaction between the teacher and the students and among the students themselves due to the fact that rarely is there any absolute “correct” rendering of the text.