

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter comprises three parts. The first one is the conclusion drawn from the study. The second one is the suggestion addressed to the translators who are concerned with translating children storybook. The last one is the limitation of the study and recommendation for future researchers who are going to conduct a similar study.

5.1. Conclusion

Based on the analysis and the findings of the study with regards to the research questions, the conclusion were as follows:

The first research question had to do with the translation strategies applied by the translator in translating bilingual children storybooks. It can be identified that there were fourteen (14) translation strategies applied by the translator which was in line with skopos theory, among others: Cultural Equivalent 97 (data), Modulation 70 (data), Couplets 67 (data), Reduction 49 (data), Expansion 39 (data), Triplets 29 (data), Transposition 27 (data), Transference 12 (data), Synonymy 13 (data), Quadruplets 13 (data), Paraphrase 3 (data), Notes 2 (data), Recognised translation 2 (data) and Descriptive Equivalent 1 (data) with the total of 424 translation strategies. Thus, it can be concluded that the strategies was suitable with the Skopos theory. And it can also be concluded that this translation product was suitable with the skopos theory. It can be identified from the rules of skopos:

1. A translatum (or TT) is determined by its skopos.
2. A TT is an offer of information (*informationsangebot*) in a target culture and TL concerning an offer of information in a source culture and SL.
3. A TT does not initiate an offer of information in a clearly reversible way.

4. A TT must be internally *coherent*.
5. A TT must be coherent with ST.
6. The five rules above stand in hierarchical order, with the skopos rule predominating.

In rule no.1 the skopos of the translation is to help the young learner in Indonesia to learn English using bilingual children storybook and to be well accepted in the market. In rule no.2, since the books were meant to be read by Indonesian Children, then the culture was not changing. In rule no.3, the original text or literary text, it was an advanced text. Therefore it was the translator's obligation to formulate it in a much more comprehensible text to be read by the target receiver and for that reason; the translation could not be retranslated in a reversible way. In rule no.4 it can be concluded that the TT in children bilingual storybooks was coherent. In rule no 5. The TT must be coherent with ST. For these bilingual children storybooks, it can also be concluded that the TT was coherent with ST. Moreover, when the TT fulfill the Skopos, then it was functionally (to help children learning English) adequate (appropriate).

The second research question has to do with the transfer of meaning. The result showed that there were thirtyfive (35) data which had unclear meaning which consist of: Modulation 14 (data), Reduction 9 (data), Couplets 7 (data), Triplets 2 (data), Paraphrase 1 (data) and Expansion 1 (data) which have unclear meaning. However it did not change the meaning of the whole texts of the four books and the texts were still coherent. This means that the meaning was successfully transferred.

Related to the criteria of a good translated children storybook proposed by Tina Puurtinen (1994 in Shadrah, 2010: 42), it can be concluded that this bilingual children storybooks were good translated children storybooks. This can be identified from the acceptability aspect, among others, the Dynamic style (i.e. Simple syntactic constructions with finite verbs are preferable, for example: the frogs were led by..., his name was

Mr.KORE, etc), readability (easy to read and understandable): these books were readable, and speakability (easy to read aloud fluently): the bilingual children storybooks were also speakable.

5.2. Recommendation

The recommendations are as follows:

First, the translator must increase his/her translation competence in order to produce a good translation product which is suitable and clearly understood by the target readers or receivers, especially the young learner.

Second, the editing process must be conducted for several time for the same reason.

Third, for the readers, parents or teachers, it is expected that children read many books which have an educating content, interesting story and illustrations in one package. Many experts have conducted the research related to the increase of children's vocabulary, speaking and writing skill with the constant exposure of the storybook. By reading the storybooks, children will obtain the knowledge of some unfamiliar words and the meaning.

5.3. The Limitation of the Research and Recommendation for Further Study

To identify the translation strategies in a more accurate way, it would be helpful if the writer interviewed the translator. It would be rather problematic if the translator was deceased or the publisher was no longer productive. Therefore the writer expected the similar studies can be developed or conducted in a better way.

