

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter consists of the conclusion of the study and suggestions for the further research.

#### 5.1 Conclusions

This study was focused on the methods of translation used by the English Education Department's students in translating three children stories; *Little Lily at Flower Land*, *Little Lily at Candy Land*, and *The Sky is Falling!* in order to achieve the aspects of naturalness. The methods they used in translating the stories were analyzed by using Newmark's translation method (1988). Afterward, since this study was focused on the naturalness and accuracy, their translations were then assessed by using Newmark's criteria of a natural and accurate translation (1988).

From the data presentation, the writer found that there were several methods used by students in translating the stories in order to achieve the aspects of naturalness. They are word-for-word, literal, semantic, faithful, free, idiomatic, and communicative translations. The three mostly used methods are communicative, word-for-word, and free translation methods.

The first method, which was frequently used by the students, is communicative translation method. This method has succeeded in conveying the

message naturally and accurately, since the students relate it to the context of the idea of the stories. As the result, their translations were comprehensible and readable.

Meanwhile, the two methods—word-for-word and free translation method—produced less accuracies' translation. Yet, generally, their translations were natural, since most of the students used it appropriately. For that reason, the message as well as the meaning of their translations was successfully conveyed.

Other methods which were also used by the students, such as; literal and faithful method, did not do as well as the three methods mentioned above in rendering the meaning and the message of the stories naturally and accurately. Fortunately, only few of the students performed these kinds of translation methods. Thus, their translation did not ruin the message contained in the stories in order to achieve the aspect of naturalness and accuracy.

This study had also revealed the problems faced by the students in translating those stories. The problems were choosing the matter of diction, finding the appropriate grammatical structures, replacing the name by a TL name, deciding the best translation for the title of the text, and dealing some omission and addition.

In solving those problems, some of students used uncommon methods in translating the stories, which made their translation unnatural and inaccurate. It was due because of the fact that some of them were unable to catch the meaning of the clauses. Nevertheless, the message of the whole texts can be considered to be delivered to the TL text. Despite all of the problems and inaccuracies in the students'

translation, generally most of the students could make their translation sounds natural and readable for the target readers.

## **5.2 Suggestions**

In this part, the writer provides some suggestions for those who want to conduct further research especially on translation of literary text, here children's literary.

A sample for the research should be conducted more frequently in order to measure as well as to sharpen the students' ability in making the translation natural and accurate.

Besides that, based on the three stories that have been translated by the students, the writer suggests some methods, which can be used in translating children's story. The best methods are communicative and idiomatic translation method, because the two methods can produce a natural and accurate translation properly.