

CHAPTER V

CONCLUSION AND SUGGESTION

There are two things covered in this chapter, conclusion and suggestion. The conclusion regarding on the research findings and the suggestion will leads the further research on the same field.

Conclusion

Based on the data, those are revealed that the students' ability in translating the text is good, based on how they maintained the messages in the narrative text from the source language text into target language text and apply semantic analysis as approach in translating idioms in the text.

Based on research findings and discussion, the idioms translation outputs asserted that the students was tending to produce a correct idioms meaning by paraphrase using unrelated word strategy. Especially in translating the opaque and semi transparent idiom categories, and the students were success to find the nearest equivalent of semi opaque and transparent idiom categories from the source language text into the target language text by using paraphrase using related word. However, the appropriate strategy that students should use in translating idioms in the narrative is paraphrase using unrelated word strategy. This strategy can get the proper equivalent for the idioms meaning through semantic analysis as the approach in translating the idioms in a narrative text. Then, the students did semantic analysis according to idiom context, the narrative message, and idiom implication from sentence to sentence and the whole passage in the narrative text without alleviated the message in the passage from the source language into the target language.

However, translating idioms by literally make the students tend to produced some idioms meaning became less accurate meaning to the idioms context in the narrative text. Therefore, idiomatic translation is an appropriate method that used to translate some idioms in the narrative text. In addition, the results of interview and idioms translation outputs are different that refers to the application and the statements about literal and idiomatic translation. Accordingly, this study concluded that students got misunderstanding in literal translation and idiomatic translation usage in translating the text. Further, there is translation outputs that not show the strategies used in idioms meaning production, because the students just guessed the idiom meaning. They were not aware in strategy usage to translate the idioms in the text.

Suggestion

Based on the conclusion above, I give some suggestions. Firstly, the English department students should have more knowledge about the application of literal and idiomatic translation usage, and the other translation methods that related with the application of those in translating a text. Not only about what are the methods for, but also how and when we can apply the translation methods with the appropriate ways. Thus, there is no any misunderstanding in the application of translation methods anymore. The second, this study can also lead the next researcher who want conducts the same field of research as the reference or comparison that might relevant to the researched subject. However, this study only focus on some strategies in literal and idiomatic translation and the researcher just analyze about idiom of encoding and decoding type in a narrative text. Thus, the researcher does not know

about some strategies that available to translate idioms in other translation methods such as in dynamic or free translation. Therefore, the other researchers might also see the others idioms types and how to translate them by using the other strategies in another translation methods. It is crucial to increase and to develop variation strategies that available to use in translating the different types and to know more categories of idioms that there are in their implication.

The third, Idioms is a common lexical problem in translation. Therefore, the students should aware in applying methods and strategies usage in order to find out correct idiom meaning in the target language. Nevertheless, based on my experiences, I did not really know how to translate a term, proverb, and idiom. Yet, another fact, I am not familiar with any strategies that related with translation methods, which should use in translating a term or proverb and idiom. To overcome such problems, it will be better if the lecturers consider about curriculum and syllabus design to provide lesson plan in learning more about the application of methods, strategies, and teach of idioms as well. It is because the differences of method that are applied will refer to the strategies usage. Then, the different strategies used will also produce different implication in translation output. Furthermore, idiom is important to learn and teach because it is concerning with multicourse such as; Writing, Speaking, Translation that refers to Sociolinguistics, Semantics and Pragmatics, and the last is Grammar. To illustrate, idiom is a unique English vocabulary as phrases verb in Grammar, it becomes common lexicon problem in translation, and it can improve the students' language skill by semantically and pragmatically in Translation as well. Likewise, it is often used as

style of language in both of written or oral text, and it can increase the students of English departments' communicative skill. Besides, idioms have essential connection with culture. This is what we study from Sociolinguistics. It means idioms bringing a story and some contextual terms or expressions that interesting to know and analyze. Therefore, I hope the lecturers can consider and give much more attention to transfer or teach sufficient knowledge about idiom to the students of English departement. Last but not least, this study is crucial for the students or the lecturers to adapt new and different translation methods, strategies of translation and idioms in particular.

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