

Chapter V

Conclusion and Recommendation

This chapter is going to provide the conclusion and recommendation based on the result of this research. The conclusion provides some explanations regarding the data on the previous chapter, whereas recommendation gives some suggestions in order to develop the quality of students, lecturers, and department in English Department.

Conclusions

Grounded on the previous data about students' tendency in translating text, there were two approaches tend to be used by those participants. They are first approach and second approach. In this research, there is one students use different approach, seven participants used the first approach, and two participants applied the second approach. The second chapter asserted that translation method is divided into two basic categories, such as SL emphasis and TL emphasis.

SL emphasis consists of word for word translation, literal translation, faithful translation, and semantic translation. Whereas, TL emphasis covers four methods, such as adaptation, free translation, idiomatic translation, and communicative translation. Based on the data, those participants tend to apply translation method that emphasize on source language. However, there are two participants used free translation, and communicative translation. Moreover, the method of translation that most frequently used by those participant are literal translation and semantic translation. Additionally, based on the data, those

participants attempt to produce a good translation, although the result indicates that students' translation is not as good as those who are professional.

Recommendation

In this study, there are some recommendations given in order to develop the quality of students, lecturers, and department. First one is the recommendation for students in English Department. The most difficult things that faced by students on translation are lack of vocabularies, knowledge, and experiences. It is caused by insufficient practice in translation. Therefore, to overcome those problems, here are the following suggestions that must be noticed by the students. Firstly, they ought to increase their vocabularies by reading the different translations and different kinds of texts. Meanwhile, in order to enrich the experiences, they must take more practice in translating sentences, paragraphs, texts or passages. Nevertheless, it is not merely translating sentences or paragraphs, but it is also about mastering the source language and target language. Additionally, students must expand their knowledge by understanding some aspects on translation, such as translation theories, translation strategies, procedures, approaches of translation, translation methods, etc. It is because the better translator and translation might be as the product of those aspects. Furthermore, mastering the aspect of translation can help the students in order to avoid doing mistake in translating sentences, texts, or passages. Another crucial thing that should be paid attention is to make the source language acceptable by the target language readers.

The following recommendation is for the lecturers in English Department. The foremost thing that should be noticed by the lecturers is to know what are students' tendencies in translation, students' capability, knowledge, etc. In addition, the lecturers should make equal between theory and practice. Giving them the theory is not adequate to improve their capability in translation, and hence more practice is required. On the other hand, the lecturers' performance also should be noticed, because their performance affects the students. For instance, if the lecturers are only giving the theoretical without require them to practice it will decrease their enthusiasms. Thus, the lecturers' role is required in order to guide them in translation.

Furthermore, the present work provides the explanation about students' tendencies in translating text, especially the approach and method of translation. Choosing the best approach and translation method depends on the students or translators, because they have own way to select which one is better. Surprisingly, the result of this study shows that seven out of ten students applied first approach, two participants tend to used second approach, and one of them does not apply both approaches. Meanwhile, the methods that commonly used are literal, faithful, and semantic translation.

On the other hand, the issues towards several students do not have an adequate understanding of translation theories, particularly the approach and translation method becomes the problem that must be solved by the lecturers. Although they passed translation subject, it does not mean they understand about all theories of translation. Grounded from the previous observation, several

students do not concern to the translation theories, approaches, and translation methods, because they know, their job is only translating the text and make it good so that their translation work acceptable. In fact, a better translation and translator might be as a product of those aspects. Hence, to solve those problems and to enhance the quality of English Department, here are the following recommendations that can be considered.

- Syllabus

This study can be the consideration in arranging more enhanced syllabus. There are several points of standardization in the syllabus that should be achieved. One of the main aspects is needed to give more explanations about translation theories, particularly the approach and method of translation. By the upgrade of the syllabus, there will be an increase in the percentage of the accuracy of students' translation result.

- Translator Training Class

Giving training in order to prepare students becomes a translator or an interpreter. Here is the translator-training program for English Department, Universitas Negeri Gorontalo, in order to produce better translations, translators and interpreters. It called as ED CITE (English Department Class of Interpreter and Translator of English).

This program is coming from the previous explanation about students' competence in translation. Translation has an important role to increase English skill. Moreover, doing translation is the best solution to overcome the language

obstruction. However, the translation subject is insufficient because students need more theoretical knowledge and skills. Thus, this class is presented.

- The advantages of TTC (Translator Training Class)

1. Students will learn the basic skill, such as vocabulary, grammar, the culture, and all the aspects in translation before they develop their translation skill.

- Vocabulary

Increasing the vocabularies by reading different translations and kinds of text

- Grammar

By observe the grammar in term of equivalent between SL and TL.

- Culture

Identify the difference of cultural within numerous genre of text context.

This socio-cultural awareness, can improve the quality of the students' translations largely.

2. It can train the students how to be a translator, interpreter, and professional in translating or interpreting the text.
3. Students can master the source language and target language.
4. It can develop writing skills. It means the ability to write smoothly and correctly in both source and target languages.
5. Translator Training Class can help students in their career.
6. Lastly, by providing this class can help English Department to reach the target in the future.