

Chapter 5

Conclusions and Suggestions

This chapter is going to provide the conclusions and suggestions based on the result of this study.

Conclusions

In this study, the researcher got the data from students' text of written interpretation of poems by Emily Dickinson with title "T' is so much joy" and "Behind me—dips eternity and the interview with the participants'. The researcher analyzed students' strategies in written interpretation from English into Indonesian version using theory strategies interpretation by Jones (cited in Jaradat, 2010) discussed about several strategies which were reformulation, the salami, simplification, generalization, omission, summarizing, anticipation, error correction, and metaphors and sayings.

Regarding to the result of students' strategies that applied in written interpretation of poems "T' is so much joy" and "Behind me—dips eternity", the researcher found the most frequently strategy that used by the first participant in written interpretation was reformulation that applied in 30 lines. The second participant applied reformulation strategy also as the most frequently strategy in 23 lines in both of the

poems. Different from the first participant and the second participant, the third participant decided to use metaphors and sayings as the mostly strategy in 35 lines. Similar to the third participant, the fourth participant and the fifth participant also used metaphors and sayings as the most strategy in 34 lines and in 20 lines both of the poems. However, the sixth participant has chosen reformulation strategy as the most frequently strategy in 33 lines.

Overall, it can be inferred that three participants used reformulation strategy mostly in both of the poems. Moreover, there are also three participants used metaphors and sayings strategy. Thus, it can be concluded that there are two strategies that the most frequently strategy used by the participants' in this study that were reformulation strategy and metaphors and sayings strategy.

Suggestions

Students of English department as the participant have to take more practice in interpreting text especially interpreting literary text such as poems in order to avert doing mistake in interpretation. Moreover, the students have to expand their knowledge about interpretation theory and especially the strategies of interpreting poems.

Translation lectures should give explanation about the differences between translating and interpreting because in order to make students' clear about both those lessons. Moreover, translation lectures can give also practice frequently in variety of text, particularly literary text.

For the English Department of Gorontalo as the side of this study should be better to add interpretation lesson and also add the syllabus about interpreting literary work especially interpreting of poems.

References

- Arboretum, A. (n.d). *What is interpretation?*. Retrieved june 15, 2015
from <http://arboretum.harvard.edu/wp-content/uploads/What-is-Interpretation.pdf>
- Census data revisited*. (2007). Retrieved april 16, 2015, from website,
<http://www.onlineliterature.com/forums/showthread.php?26049-BehindMe%97dipsternity>
- Census data revisited*. (n.d). Retrieved january 2, 2015, from website,
www.poets.org/poetsorg/poet/emily-dickinson
- Cresswell, J. W. 2009. *Research Design Pendekatan Penelitian Kualitatif, Kuantitatif, dan Mixed*. Yogyakarta: Pustaka Pelajar.
Penterjemah Achmad Fawaid.
- Fadaee, E. (2011). *Poetry in translation: a comparative study of silverstein's monolingual and bilingual (english to persian) poems*. Journal of english and literature Vol. 2(3). pp. 75-82,
March 2011
- Hidayat, T. (2012). An analysis of code switching used by facebookers*. Retrieved desember 2, 2014 from
www.publikasi.stkipsiliwangi.ac.id/files/2012/10/08220227taofik-hidayat.pdf
- Jaradat, S. (2010). *Culture in simultaneous interpreting of political*

- discourse: obama's speech in cairo*. Retrieved June 15, 2015 from https://dspace.aus.edu/xmlui/bitstream/handle/11073/84/Samah%20Jaradat_@00026556Thesis.pdf?sequence=1
- Kornfeld, S. (2012). Retrieved April 16, 2015, from website, <http://bloggingdickinson.blogspot.com/2012/01/tis-so-much-joy-tis-so-much-joy.html>
- Muza, R. (2013). *An analysis of the main characters' politeness strategy in Charles Dickens's novel "Oliver Twist"*. Retrieved December 21, 2014 from <http://radeenn.blogspot.com/2013/01/an-analysis-of-main-characters.html>
- Nasaru, M. (2013). *Personification in Emily Dickinson's poems*. Skripsi. Gorontalo: UNG.
- Niki's int'l Ltd. (2005). *What's the difference between interpretation and translation?*. Retrieved June 15, 2015 from <http://nilservices.com/whats-the-difference-between-interpretation-and-translation/>
- Onsomboon, J. (2007). *An analysis of translation strategies employed in contemporary American poetry from English to Thai*. Retrieved February 3, 2015 from [http://thesis.swu.ac.th/swuthesis/Eng\(M.A.\)/Jaray_O.pdf](http://thesis.swu.ac.th/swuthesis/Eng(M.A.)/Jaray_O.pdf)
- Padgett, R. (1987). *Handbook of Poetic Forms*. Retrieved November

20, 2015 from <http://files.eric.ed.gov/fulltext/ED304701.pdf>

Pochhacker, F. (2004). *Introducing interpreting studies*. London and New York: Routledge.

Schaffner, C. (2004). Translation research versus interpreting research: kinship, differences and prospects for partnership. In C. Schaffner (Ed.), *Translation research and interpreting research: traditions, gaps and synergies*. (pp. 1-9). Clevedon (UK): Multilingual matters.

