

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the findings, the conclusions that could be drawn from the seven types of translation techniques based on Vinay and Darbelnet's (1995) theory. In this study, there were six types of translation techniques applied by students in translating narrative texts, which were literal translation, adaptation, calque, borrowing, equivalence, and modulation. Meanwhile, for the other types of translation techniques that were not used by students, which included transposition. The most dominant types of translation techniques applied were literal translation and borrowing. Because the students tend to translate words using their literal meanings or the most common meanings they know, trying to achieve the closest equivalence that means in the target language. In addition, students frequently translate words and sentences directly without regard to the contextual meaning of the source language.

B. Suggestions

The writer would greatly appreciate the constructive comments and criticism from readers for improvement. Furthermore, for further writers who were intrigued to carry on similar studies within different focuses could improve this study. Hopefully this thesis would be useful and meaningful to students, teachers, and further writers as well.

1. Teachers

Students should be motivated by the teacher to learn and understand translation techniques by showing them how and where to use them appropriately

in context. In this way, the teacher would not be limited to teaching only a few specific techniques. In addition, it was very useful for teachers to know students' ability to read because translation techniques will affect students' reading comprehension competencies.

2. Students

The writer suggests for the students to learn and understand well about the translation technique, it can help them to reproduce an adequate translation result. Besides, the students have to pay attention to the meaning of the source language before transferring the messages. Because the process of translating the text into the target language requires the competence to comprehend the reading material. Thus, the students were expected to be able to concern themselves with what types of words were in the context and what types of translation techniques were appropriate to be applied. In addition, in translating the text, not all the words have to be translated word for word; they were supposed to be adjusted to the context.

3. Further Writers

The researcher's suggestion for the further writers is to understand more related to the translation field, not only translation technique, because the writer has to know more related to the topic. Furthermore, it was also expected that further writers would be able to provide more detailed information on the shortages in this study.