

## **CHAPTER V**

## **CONCLUSION**

## **CHAPTER V**

### **CONCLUSION**

This chapter consists of three parts. The first one is the summary which summarizes up all the main points in the previous chapters. The second one is the conclusion. The last one is the suggestions.

#### **5.1 Summary**

This study was a descriptive study about “A Study on An English Translation Ability in translating Indonesia text to English of English Department of Widya Mandala Catholic University Surabaya”. This study was done because the writer wanted to know the ability of student in translating Indonesian text into English.

Since this study was about translation, the writer had to choose translation theory as the parameter. She chose Barnwell’s criteria as the qualification of a good translation.

In a analyzing the data, the writer read many textbooks in order to find the translation qualities. Then the writer took the three parts to qualify a good translation, those were accuracy, clarity, and naturalness, based on Barnwell’s criteria. In examining a qualification of good translation, it is focused on three main parts, those are first, transferring accurate message; second expressing accurate message in the Target Language, so that it can be understood and third, the naturalness of the translation.

The findings reveal that the problems of translation occurred on every stage of translating. Sometimes, English Department student tried to transfer a message without changing the form. They had difficulty in naturalness. The result of their translation was neither easy to understand or even express unnatural. The student also did not use the same tenses. Sometimes they used different tense in one sentence. It means there was no equalization between the Source Language and the Target Language.

## **5.2 Conclusion**

Based on the data analysis and the interpretation of the findings, the writer would like to conclude that the problem of translation occurred was on the second stage (transfer), because almost all of them transfer a message without changing the form. The second was because of the naturalness. They used the strange words.

From her analysis the writer found that the student of the English Department of Widya Mandala Catholic University were high on clarity in translating an English word without any dictionary, but they got low on naturalness.

The writer would also like to conclude the causes of those translation difficulty were because :

1. There were some words in English, which did not have the proper meaning in Bahasa Indonesia.

2. There were terms in English which were not known in Indonesian culture, so if they were translated into Indonesian they will be strange.
3. The student felt that translation was a difficult subject, because in translation process if they did not understand the word they had to try hard to guess the meaning.

### **5.3 Suggestions**

The writer indeed realized that her study was far from perfect. There were likely several suggestions that the writer can give as the contribution for the translation subject. It is suggested that the following researchers who would take translation studies would apply more accurate procedure in analyzing the data. So, it would give analysis in detail about the translation problems and as the result it would give contribution to the teaching of translation in the translation class.

The writer hoped the teaching in the translation class would use media as many as possible. For instance, the student themselves brought a copied of article. Then they exchanged the article with their friends. Their friends should correct and gave the mark. Here, the teacher had already taught them how to translate and to analyze. Hopefully the right translation teaching could produce good translators and in effect would produce high quality translated materials. Finally, the writer hoped that many students in Widya Mandala Catholic University Surabaya could translate imported books that would be useful for the developing of the technology and our country.

## **BIBLIOGRAPHY**

## BIBLIOGRAPHY

- Crystal, David. 1981. Directions in Applied Linguistics. Some Current Trends in Translation Theory and Practice. London : Academic Press.
- Hanafi, Nurachman. 1986. Teori dan Seni Menerjemahkan. Ende Flores-NTT: Nusa Indah.
- Heath, Robert. 1984. Using Translation in ESL Composition Lessons. Guideliness. 6.2. 70-75.
- Hieke, Adolf. 1986. Teaching in the English Language Course. English Language Teaching Journal. 28.1. 53-59.
- Muhammad, Ainon. 1985. Panduan Menterjemahkan. Kuala Lumpur. Dewan Bahasa dan Pustaka.
- Nababan, M. Rudolf, M. Ed. 1999. Teori Menerjemah Bahasa Inggris. Yogyakarta: Pustaka Pelajar.
- Nadstoga, Zbigiew. 1988. A Communicative Use of Translation in the Classroom. English Teaching Forum. 12-14 and 23.
- Newmark, Peter. 1988. A Textbook of Translation. Singapore : Prentice-Hall
- Parere, Jos Daniel. 1988. Morfology Bahasa Edisi II. Jakarta : Gramedia Pustaka Utama.
- Parere, Jos Daniel. 1988. Pengantar Linguistik Umum Bidang Morfology Seri B. Jakarta : Nusa Indah.
- Prince, Peter. 1996. Second Language Vocabulary Learning : The Role of Context versus Translation as a Function of Proficiency. The Modern Language Journal. 870. iv. 478-491.
- Sadtono, E. 1985. Pedoman Penerjemahan. Jakarta : Departemen Pendidikan dan Kebudayaan.
- Simatupang, Maurits. 1979. Bahasa dan Sastra – Penerjemah Karya Tulis Ilmiah. Jakarta : Departemen Pendidikan dan Kebudayaan.
- Sunaryo, Adi. 1990. Pedoman Penyusunan Kamus Dwibahasa. Jakarta: Departemen Pendidikan dan Kebudayaan.

Taylor, C. V. 1972. Why Throw Out Translation. English Language Teaching Journal. 27.1.56-58.

Ulrych, Margherita. 1986. Teaching Translation in the Advanced EFL Class. Forum. 24.2.14-16.

Weber, Wilhem K. Training Translation and Conference Interpreters. New Jersey: Prentice Hall.