CHAPTER V

CONCLUSION AND SUGGESTIONS

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In the last chapter of this thesis, the writer would like to give her conclusion about this study. And to follow the conclusion, the writer would like to give some suggestions so that other people can take some benefits from this study.

5.1. Conclusion

This study is a descriptive study on the idiom translating strategies used to translate English idioms in the original version of *Chicken Soup for the Kid's Soul*. The writer conducts this study on the idiom translating strategies because she often comes across that many translators still use the word-for-word strategy to translate SL idioms.

This study is based on several theories. Since the study investigates whether English idioms in *Chicken Soup for the Kid's Soul* are translated into Indonesian idioms, the writer choose the characteristics of English and Indonesian idioms to be the first theories discussed. The next theory is about some concepts of translation. The theory about idiom translating strategies comes after. This theory then serves to be the most important one because the findings of this study are based on it.

To collect the data, the writer reads both the original and the translated versions of *Chicken Soup for the Kid's Soul* in order to find the English

idioms and their equivalents. Later in the data analysis, these idioms then are divided into five parts according the use of the idiom translating strategies. The first part discusses the English idioms in the *Chicken Soup for the Kid's Soul* that are translated to Indonesian idioms using the TL-idiom substitution strategies. The next three parts discuss the use of the functional equivalent strategy, the descriptive equivalent strategy, and the omission strategy to translate the English idioms. And in the last part, there are two idiom-translating strategies used here. In the first strategy, the English idioms are translated literally and in the other strategy, the English idiom is quoted directly and printed in italics.

The findings of this study reports that some English idioms are truly translated to Indonesian idioms having the similar meaning and form. The rest of idioms, although they have similar idioms in Indonesian, they are not translated to these similar idioms. The reasons vary from because the Indonesian idioms are archaic and hard to use in a sentence to because either of the English idioms or the similar Indonesian idioms have some different nuances. These reasons then cause the similar Indonesian idioms unable to precisely convey message of the original idiom. Here, the translator uses the functional equivalent strategy to translate those English idioms.

Using the descriptive equivalent strategy, the translator gives some description or explanation on the cultural background implied by the original idioms. The description also can be a more specific explanation of the action carried out in the idiom. Using the omission strategy, the translator does not

translate the English idiom because the action carried out in it is abstract. The English idiom then is replaced with a clause that explains the action. However, when using the omission strategy, the translator has also omitted an important nuance of the English idiom. Therefore, the omission strategy should only be used with certain care and attention.

Using the literal translation strategy, the English idioms are translated singly to Indonesian, without looking further at the meaning, form and context. This strategy is possible to use because the actions carried out in both of the English idioms have the similar meaning and association with certain gestures in Indonesia.

The last strategy used in translating the English idioms in *Chicken Soup for the Kid's Soul* is by quoting the original idiom and printing it in italics. This strategy is only used once only, based on the analysis that:

- The English idiom does not have a similar Indonesian idiom; Indonesian people use dialectical terms to describe the idiom.

- Other idiom translating strategies are impossible to use.

- The meaning of the idiom can be easily guessed.

5.2. Suggestions

The writer indeed realizes that this study is far from perfect. And this is partly because of some difficulties the writer has encountered when conducting this study. One of the difficulties is when she tried to find the similar Indonesian idioms for every English idiom she found in *Chicken Soup*

for the Kid's Soul. Since there are no books and dictionaries comparing both English and Indonesian idioms at once, the writer had to do it manually, looking for the similar Indonesian idioms one by one in various Indonesian idiom dictionaries.

Difficulty also lies in the process of analyzing the data. Because Indonesian idioms are harder to identify than English idioms, the writer is often confused with whether the equivalent of the English idioms in the translated version of *Chicken Soup for the Kid's Soul* is an Indonesian idiom or not. As a solution, the writer has to consult many books and dictionaries on Indonesian idioms.

Therefore, the writer wants to emphasize the importance of having resource books and dictionaries both on English and Indonesian as many as possible. This then would enable the researchers planning to conduct translation studies to have more detailed determining factors in the procedures of data collecting and analysis.

If other researchers are interested in a similar study to this one, the writer also wants to encourage them to take other editions of *Chicken Soup for the Soul.* The writer predicts that in other series of *Chicken Soup for the Soul,* the language and the idioms are more complicated and sophisticated than that of the *Kid's* edition since they are dedicated to adults. This then hopefully will result in the possibility that other idiom translating strategies may be identified.

For the translators both of English-Indonesian and of Indonesian-English, the writer would like to suggest that after knowing the idiom translating strategies, translators would no longer use the word-for-word strategy to translate SL idioms. Instead, they hopefully will make a full use of those strategies so that they can produce a better and qualified translation.

For the teaching of translation, the teachers are suggested to teach the students about the strategies of translating SL idioms. Many idiom-translating practices are also needed to make the students aware that SL idioms should be translated as a unity, not on the word-for-word basis.

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