

CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestions. The conclusion were presented based on the findings and discussions in the previous chapter. The suggestions were given in order to help increasing the quality of the English Department in the concentration of Translation Course at IAIN Tulungagung.

A. CONCLUSION

From the results of interviews and documentation in the previous chapter in the findings and discussion, the results found that students tend to use strategies **Using an idiom of similar meaning and form**, which according to Baker (1992) is a strategy where translating idioms from Source Language into the Target Language with the same meaning and similarity of lexical items.

Researcher found that the majority of students taking Translation Course in the sixth semester did not really understand idioms. This is evident from the results of interviews conducted, when it comes to the questions related to Idioms, 10 out of 15 sample students do not know exactly what Idioms is. The rest, all of them do not know about the strategies used to translate Idioms, they only use their own convenient way to translate Idioms. That is why they tend to still use the method of translating that approaches the lexical word order and meaning of the source language only.

In fact, according to Lazar (2006) Idiom is a word where the meaning cannot be obtained from every word that composes it.

This strategy is applied when TL shares idioms that are equal in meaning to lexical items. It means that the TL idioms have similar structures as in SL and the meaning of translated idioms is identical to the meaning of ST idioms (Habizar, 2016, p. 47). In this matter, the meaning and lexical items of Indonesian idioms are equivalent to that of English idioms. In some cases, the strategy of Using an idiom of similar meaning and form does not bring problems, as in the idiom “*day by day*” which means “*hari demi hari*”, but if it is applied to the idiom “*cry for me*” which means “*menangis karena kehilangan aku*” of course it will greatly impact the incompatibility of message that will be conveyed to the reader.

Beside the researcher analyze about the strategies used in interpreting idioms, the researcher also analyze what methods students tend to use in translating sentences. The results of the data show that students tend to use the **Literal Translation method**, which according to Newmark (1988) the SL grammatical constructions are transformed to their nearest TL equivalents but the lexical words are again translated singly, out of context. Furthermore, based on the theory of Nida (1969) and Newmark (1988) about Equivalence Effect in Translation, students who take the Translation Course in the sixth semester at IAIN Tulungagung use **Formal Correspondence** in Equivalent Translation.

The theory states that based on SL emphasis, they tend to still translate it by means of word-for-word translation where they interpret singly sentences, then they turn to literal translation where they transform SL grammatical construction to the nearest TL equivalents but the lexical words are again singly, and faithful translation where it tries to reproduce the precise contextual meaning of the original within the constraints of the TL grammatical structures, and be a semantic translation where the translation is translated into the source language semantically or literally and more connected to the TL. Therefore, it can be concluded that the results of translation carried out by students taking Translatiom Course in the sixth semester at IAIN Tulungagung are less communicative.

Due to many basic things such as theories, strategies, methods around translation were proven to be incomprehensible to most students taking Translation Course in the sixth semester of IAIN Tulungagung, the researcher then discovered the factors underlying these things, i.e. Students lack of knowledge in the translation methods and techniques; Students directly translate the text by dictionary and using Google Translate; Lack of learning facilities and infrastructure in Translation Course.

B. SUGGESTION

Related to the conclusion of this research, the researcher would like to give suggestions as follows.

1. For the Head of English Department.

From the results of interviews conducted in this study, facts such as lack of facilities that support the process of translational learning on the campus are considered crucial. In terms of media or methods, students thought that they were still very monotonous and that those who were involved with them were only pen and paper. In a sense, they merely translate various texts at will and then send them to the lecturer via email or do collect them directly. The feedback given was considered to be less able to overcome the translation problems that they might have.

Based on the problems identified above, the researcher suggests that there is a need for a program where students can be enthusiastic about what they are passionate about, such as holding a study tour to a place/translation company where they can get in touch directly with the translators. As done in the Tourism Course where students have the opportunity to study tours by dealing directly with the tourists in Yogyakarta or Bali, and learn to behave as a Tour Planner or promote Indonesian special products/Tourism destinations in Indonesia to the tourists. Such is also the case that is expected by most Translation students based on the data obtained from holding the interviews about it.

The students also suggested that there should be not only one lecturer who could handle three different courses in the translation course, so that each lecturer could really cover the needs of the translation students.

2. For the Future Researcher.

This research can be used as a reference for further research on assessing the translation ability of students who take the concentration of translation in interpreting idioms. However, this study only uses the data collection methods through documentation, where the researcher only collect the existing Weekly Tasks from the students. For further research, it is recommended to collect the data by conducting tests in which conclusions from the results of the translation ability possessed by students who majored in translation in interpreting idioms can be truly assessed and obtained properly and correctly.