

## **Chapter Five**

### **Conclusion and Recommendation**

This chapter concludes the result of the research which has been obtained in the previous chapter. Besides, it also gives the recommendation for the students, the translator, translation teacher and the future researchers.

#### **Conclusion**

English Education Department of UMY provided translating course which can be the students' guidance or background knowledge as their preparation to become the translator. Translation had some definition and explanation according to its usage. For beginners, translating was not only transferring the content or meaning which needs to be paid attention to, but they still need to do a lot of exercises in the stage of analysis, in comprehending the source text and also in restructuring it into the target text. The translators had to pass some processes to have the translation result. In passing the processes, the students found some linguistic problems in translating the narrative text which been done as the final assignment of translating class. In collecting the data, the researcher used qualitative design with applying interview to get the data from the students. The data were categorized using three steps coding and applied descriptive analysis to describe the result.

The finding revealed that there are five categories of linguistic problem encountered by the students in translating the narrative text namely the textual problem, semantic problem, grammatical problem, textual problem and contextual

problem. Three out of five students revealed that they felt hard translating the unfamiliar word. Then, four out of five students stated that they felt hard finding the similar meaning for the target text. Subsequently, there were four students who said that they felt hard translating some grammatical item. One of them said that he found it hard to translate the article, past tense and adverb which explained adjective while the other students stated that they felt hard translating idiom, double adjectives, adverb which explained adjective and a sentence which its subject and verb were not included. The following problem that encountered by the students was textual. All of the students agreed that they felt hard in ordering the word. The last problem was contextual problem. Four out of five students stated that they faced contextual problem which was translating the different background”

Thus, the most problematic or the most difficult to handle for the students was the textual problem which concerned to the sentence organization or word order. It can be seen from the result of the interview that all of them agreed that they felt hard organizing the word into a meaningful sentence which based on the need of target reader.

### **Recommendation**

Based on the result of the linguistic problems which encountered by the students in translating narrative text, this research provides some recommendations for the students, lecturers, translation teacher and the future researcher.

The findings of this research give some suggestions for the lecturers, students, institutions, and the future researcher toward the implementation of the presentation technique.

**For students.** In order to enhance their translation skill, students should be aware of the process and the crucial problems they encountered while translating the text such as reorganize the word into sentences. The students should add exposure such as having some practices in translating so they can be used to. Additionally, finding some strategies in handling the problems is also important for the students so they can be successful in translating.

**For translator.** The translator is hoped to give more attention in the translation process. The translators have to realize the problems encountered and give a good treatment to solve the problems, especially for the linguistic problems. Having some treatment or strategies are also suggested in order to have a good translation result which based on the target reader need.

**For translation teacher.** Teachers or lecturers are responsible leading the students to do a lot of practices to handle the possible problems in translating. By having more practices can encourage the student's skill. Similarly, finding the other strategies which can minimize and decrease the problems in translating. So the teachers have to find a best solution or strategies which can be implemented during the teaching and learning process.

**For future researchers.** Based on the findings of this research, there are five categories of linguistic problems that are faced by the students such as lexical,

semantical, grammatical, textual and contextual problem. The future researchers who are interested doing the same topic are suggested to apply the different methodology such as using mix method in order to get an in-depth investigation of this phenomenon. Applying some test then followed by interview session will give the most comprehensive result.