

CHAPTER V

CONCLUSION

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The last chapter of this thesis contents of the summary of the findings and some suggestion.

5.1 Summary

The most important function of language is a means of communication. In daily life, there are two models of communication activity. They are: intralingual communication in which one language is involved so that a translator is not needed; and interlingual communication in which more than one language is involved so problems may arise and a translator is needed.

One of the functions of the Indonesian language is as an official language in developing cultures and making use of knowledge and modern technology. It comes to reality if all of information including information in foreign languages are written in Indonesia. It means translation as well as good translators are needed.

Translation has two roles: translation as a way of teaching and learning a foreign language and translation as a skill. In Widya Mandala Catholic University Surabaya translation is taught as a skill. It is expected that after learning translation for 2 semesters students are

able to translate well.

There are two tendencies in translating: emphasizing the form of the source text and emphasizing the message of the source text. As far as the writer concerns, many translation works emphasize the form of the source text rather than the message. The writer also assume that students of Widya Mandala University pays more attention to the form of the source text rather than the message. To prove this, the writer conducts this study.

The data that was used by the writer is the translation II final exam which was held on July, 15, 1996 since it is considered as the final result of leaning translation for two semesters. The final exam consists four passages. The first two passages are English passages and the second two passages are Indonesian passages. The writer only analyzes the English passages which are translated into Indonesian. Those two English passages have referential and poetic function. She takes randomly thirty students' works to be analyzed.

From the students' works, the writer identifies the Indonesian stretches that are intended to be the equivalents of the underlined English stretches and she lists them. Then, she qualifies the list of the Indonesian into two categories, namely: acceptable and

non-acceptable categories. The acceptable category is qualified into two categories, namely: meaning priority and formal correspondence.

From the analyses, the writer finds out that the students are not able to reproduce the original message into receptor language. A great number of their translations are unacceptable. This is proved by the data of table 4.1 which shows that non-acceptable translations are greater in number than the acceptable ones. The writer interprets that the students do not master the translation theory well so they find difficulty to analyze, transfer, and reproduce the original message into a receptor language. Sometimes they choose the words directly from the dictionary without considering the context. Sometimes they can not determine the relationships among the words and the functions or words.

The small number of the students' acceptable translations are analyzed in terms of tendency. The writer finds out that the tendency is meaning priority.

5.2 Suggestions

The writer would like to suggest the students to learn translation theory better. Pay more attention to the relationship among words, the function of words, and the whole context of the passage. Pay also more attention

on the first step of translation process, analysis. Always keep in mind that meaning is the first priority not the form of the original text.

Since there are only few studies on translation, the writer hopes that there will be further studies on translation.

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