

CHAPTER V

CONCLUSION AND RECOMMENDATION

In this chapter, the conclusions which answered the research formulation are exposed. Furthermore, the implications and the recommendations of this research are also explained.

A. Conclusion

Translation as the main way to understand the meaning of other languages has a crucial part in the development of knowledge and information in this era. The translation goes through aspects as it is the key point of understanding the message that is delivered in the language of alien. This research has revealed that students of senior high school are capable to understand the information through translating the text. In understanding the text students transfer the text into Bahasa Indonesia using various techniques. Unavoidably, shifts are also occurred in this translation work of the students. Some texts were finely translated though, some inappropriate translations were also found. Some important information were also left untranslated.

1. Shift in Students' Translation Work

There are 693 shifts occurred in this translational work. It is divided into 105 level shift, 233 structure shift, 138 class shift, 126 unit shift and 91 of intra-system shift. The most dominant shift occurred in structure shift, since the

phrase between Bahasa Indonesia and English has different rule. This case was performed in term of phrase in which, the role of head and modifier. Secondly, level shift occurred in this research due to grammatical structure. The level of language grammar effect to the translation. The shift that placed in form of word to word translation. Thirdly, it is followed by unit shift, unit shift occurred due to the elaboration of certain expressions between Bahasa Indonesia and English are different. Therefore, unit shift has two rank of shifts, namely, up-rank shift and down-rank shift. The down-rank shift occurred in the shift of phrase to word. While up-rank shift occurred in the shift of word to phrase and phrase to phrase. Lastly, intra-system shift in this translation work occurs in term of plural and singular. Thus, since this shift occurred within the system of language. This shift occurred in the shift of word to word, which means, the plural in ST is translated as singular in TT. On the other hand, it also occurred in the shift of word to phrase, which means the plural word in ST is translated into phrase in TT.

2. Techniques Used in Translation Shift

The techniques that used in those shifts include direct and oblique translation. The only direct technique used is literal translation technique. This technique occurred mostly with level shift in 296 times followed by transposition with 233 times, 103 times modulation, and 61 times adaptation. These shifts and the techniques deal with the word, since the change is only occurred in the level of word. On the other word, it is literally word for word translation, though the class of the word might be changed. Shift in translation

is translated using many techniques. In this translation case, those level and category shift are translated using direct and oblique translation. The interesting finding that is the level shift is only can be translated using literal translation technique. However, not all can be translated using literal translation. The idea is suit only in term of word structure. The other thing is that the phrase adjective phrase that consist of “ing” is translated using “yang” in order to give further explanation. In order to give clear translation, some phrases are translated using equivalence technique, e.g. “suburban train” is translated into “kereta” which the object is similar between ST and TT.

B. Implication

The research was conducted to identify the shifts, and the techniques used in translating those shifts. Thus, the implication of this research more likely goes to the translation study especially in term of shift in translation. The shift in translation furthermore, can contribute to enrich the treasure of translation study.

In term of pedagogic, first, teacher can identify the appropriateness of the shift in the translation of the students. Thus, the inaccuracy or misunderstanding the text can be reduced. Secondly, this research can guide the students in order first, to know the shift that occurred in translation, so, the students no need to worry on the shift of language. Afterward, knowing the technique of translation is beneficial for the students as the student can adopt any techniques in translation. Thus, the translation quality will be much better.

C. Recommendation

This is the first research conducted to find the shifts, techniques and interconnection in students' translation. Thus, the recommendations go to

1. Teacher: Through this research, teachers can understand the lack of students' understanding toward English. Therefore, the teacher can improve the students' English proficiency through their translation inappropriateness.
2. Students: from this research, students can take advantages of this research. Hence, the students may analyze the language used to find the appropriateness of translation.
3. Translator: through this research, the researcher can consider the language the target text. Considering the target text of any translation must be made by translator in order to create high rate readability.
4. Researcher: this research can be a reference for other researchers. The other researchers can correlate the interconnection deeper.