CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1. Conclusions

There are five kinds of problems encountered by the participants in the process of translating the Strategic Plan of Ministry of Education and Culture; (1) problem in searching for the equivalent of ST words in the TT, (2) problem in searching for the equivalent of ST terms in the TT, (3) problem in restructuring ST phrases in the TT, (4) problem in restructuring ST clauses in the TT, and (5) problem in restructuring ST sentence in the TT. The most dominant problem encountered by participant is problem in searching for the equivalent of ST terms in the TT. This problem occurred 127 times (40.97%). Following this, there is problem in searching for the equivalent of ST words in the TT. This problem occurred 94 times (30.32%). Next, there is problem in restructuring the ST phrases in the TT. This problem occurred 68 times (22.58%). In the fourth and fifth position, there are problem in structuring ST clauses which occurred 18 times (5.18%) and problem in structuring ST sentence which occurred once (0.32%).

In overcoming those problems, there are 11 kinds of local strategies used. The most dominant one is literal translation. This strategy was used 87 times (44.62%) during the process of translating the text. This strategy was commonly used to translate ST words. Besides, it's also frequently used to

translate those units which participants did not have any idea about them or were stuck with them. The second most dominant one is phrase structure change. This strategy was used 33 times (16.92%). It's frequently used to translate ST phrases in order to be received in the TT. Following this, there's information change. This strategy was used 11 times (5.64%). It's commonly used to add the brief information of ST terms which participants translated them literally or by using cultural filtering. This was aimed to give the readers understanding of the literally-translated terms which participants doubt the translation.

In the fourth and fifth positions, there are loan translation and synonymy. These strategies were used 13 times (6.67%). Loan translation was frequently used to help participants in translating ST words or terms which are borrowed from English. Synonymy was commonly used to translate ST words or terms which cannot be translated literally due to the context of the text. Next, there is distribution change. This strategy was used 14 times (7.18%). It's frequently used to help participants in translating ST words or terms which they did not have an idea about them by omitting them. However, the omission of ST words was also used to make the TT sounds natural.

In the eighth position, there is clause structure change which was used 9 times (4.61%). It's frequently used to help them in structuring ST clause in the TT. They changed the passive form of ST clause into the active one in the TT. This was done in order to ease them in expressing the meaning of the ST clause in the TT. Following this, there is cultural filtering which was used 6 times (3.08%).

This strategy was used to help them in translating the cultural-bound terms in the ST.

Furthermore, there is transposition which was used twice (1.03%). This strategy was commonly used to translate ST words which were quite problematic for participants to translate. To make it easier, they changed the word class of the words (e.g. noun to verb). In the last positions, there are sentence structure change and cohesion change. Each of them was used once (0.51%). Those strategies are related to each other when they were used by a participant to help her overcoming the problem in structuring ST sentence in the TT.

Various local strategies are used by participants to help them overcoming the problems encountered when translating particular translation units. However, not all problems were solved. From 307 problems encountered, 148 problems were solved while 159 problems were unsolved or remained problematic. The solved problems are identified when they knew how to identify and overcome their problems on particular translation units by using particular local strategies. The unsolved ones are identified when they were stuck on particular translation units for a long time, skipping those units for several times, and letting them untranslated which made a gap meaning in the TT.

The process of translation showed that the top three problems which participants encountered were problem in searching for the equivalence of ST specific terms in the TT, problems in searching for the equivalence of ST words in the TT, and problem in structuring ST phrases in the TT. These problems

are mostly unsolved, especially the problem in searching for the equivalence of ST terms in the TT. These problems are also closely related to the top local strategies (literal translation) they used during translating the text. When they encounter the problem in searching for the equivalence of the terms and words, some of them used synonymy to make them received in the TT. Those who couldn't think of any best equivalence of problematic terms and words, they ended up using literal translation or omitting the problematic words. This also happened when they were having problem in structuring the ST phrases in the TT. When they were stuck on how structuring the good phrases in the ST, they just gave up and chose to translate them literally or omit them.

The use of literal translation becomes their last choice whenever they were confused and having no idea with the problematic terms/phrases/clauses/sentences. Moreover, some terms remains untranslated as the result of their not being able to make the new structure of those terms in the TT.

5.2. Suggestions

The suggestions are addressed to ELSP students in two ways. Firstly, it is to those who are interested in undertaking the WE program in public institutions such as ministries and to those who want to take translation as their professional job. It is better for them to find out what the text is all about and learn more about the function of particular local strategies. It is aimed to avoid

translating specific terms literally or omitting them which later creates the meaning gap in the TT. Secondly, it is for those who are interested in the research on translation process. This study only investigates translation problems and strategies in general. Focus on one particular problem is suggested to gain the more specific result. Furthermore, this study uses eight participants and Indonesian text as the translation task due to the limitation of time. Therefore, they are suggested to use more participants and use two kinds of text (in Indonesian and in English) of which the content are similar. The texts are used as two-directed translation task (Indonesian-English and English-Indonesian). Those are aimed to gain more plausible findings.