

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings, it was concluded that sixth-semester English Education students at UINFAS Bengkulu employ various translation strategies based on Newmark's (1988) theory when translating implicature-laden conversations, including Literal Translation, Free Translation, Word-for-Word Translation, Faithful Translation, and Idiomatic Translation. Of the five strategies, the most dominant strategy used was Literal Translation with a percentage of 40%, followed by Free Translation at 35%, Word-for-Word Translation at 10%, Faithful Translation at 7%, and Idiomatic Translation at 5%.

The dominance of the Literal Translation strategy indicates that students still tend to translate based on the linguistic form and grammatical structure of the source language without fully considering the pragmatic context and implicit meaning contained in the conversation. Meanwhile, students use the Free Translation strategy to create more flexible and natural translations in the target language, and the use of this strategy is quite successful in preserving the meaning of the implicature despite structural changes in transferring the source language to the target language. Meanwhile, some students also used the Word-for-Word strategy; however, this strategy produced unnatural translations, often leading to pragmatic failure.

The use of this strategy indicates that students still translate word for word without considering the conversational context. Regarding the Faithful Translation strategy, students employed it by striving to preserve the contextual meaning and the original speaker's intent while

adhering to the target language's structure. This strategy was quite successful in some cases because it preserved implicit meaning, although the resulting translations sometimes still sounded stiff.

The Idiomatic Translation strategy was the least frequently used by students, yet it proved to be the most effective in preserving the pragmatic meaning of conversational implicatures. Through this strategy, students were able to produce translations that were natural, communicative, and culturally appropriate for the target language. The low usage of this strategy aligns with the results of interviews with sixth-semester English Education students and translation instructors at UINFAS Bengkulu, who stated that students still struggle to understand idioms, unfamiliar expressions, and implicit meanings, and tend to translate literally.

This study found that the strategies used by students significantly influence the quality of translating implicit meaning in implicature-based conversations. Literal Translation and Word-for-Word Translation strategies often lead to pragmatic failure because students translate literally, resulting in implicit meanings such as sarcasm, humor, idioms, and innuendo not being effectively conveyed. Conversely, the strategies of Idiomatic Translation and Faithful Translation are more successful in preserving the pragmatic functions and implicit meanings of the source language because students pay closer attention to the conversational context, the speaker's intent, and the naturalness of the target language. Nevertheless, few students use the Idiomatic Translation strategy.

Furthermore, the students' success rate in maintaining pragmatic meaning was quite good. This indicates that most students were already able to understand and maintain some pragmatic meaning in implicature-based conversations; however, this ability was not yet optimal because students still experienced difficulties in understanding idioms, unfamiliar expressions, hyperbole, sarcasm, and other implicit meanings. No students fell into the "less successful" category, indicating that all students possess foundational skills in understanding conversational implicatures. On the other hand, no students reached the "very successful" category, suggesting that the pragmatic skills of sixth-semester EFL students in the TBI program at UINFAS Bengkulu still require further development. Meanwhile, students' understanding of implicatures based on Grice's Maxim types falls into the "successful" and "fairly successful" categories. This is evident from the percentage of students' proficiency in each type of maxim, which falls into the "successful" and "fairly successful" categories. Sixth-semester English Language Education students at UINFAS Bengkulu achieved the highest scores in understanding the maxim of quality (65%) and the maxim of quantity (61%), both categorized as "successful." Meanwhile, the Maxim of Relevance scored 57% and the Maxim of Manner 56%, which were categorized as "fairly successful." These results indicate that students are better able to understand implicatures involving sarcasm, hyperbole, and incomplete information compared to those involving topic shifts, ambiguity, or indirect insinuations. Nevertheless, the relatively close percentages across the four maxims suggest that students' pragmatic abilities are fairly consistent and do not fall into the low category.

B. Suggestion

Based on the results of the research and discussion conducted, the researcher offers the following suggestions:

1. For Students

Students are encouraged to improve their pragmatic and translation skills by practicing more often to translate authentic English dialogues, particularly conversations that contain implicatures, idioms, humor, sarcasm, and everyday expressions used by native speakers. Students are also advised to expand their vocabulary and improve their literacy through films, sitcoms, subtitles, podcasts, novels, and other English-language media to become more familiar with the culture and natural use of the language. Additionally, students need to begin consciously understanding and applying translation strategies so they can select the appropriate strategy based on the conversation's context, ensuring they focus not only on literal translation but also on preserving the pragmatic meaning and the speaker's intent.

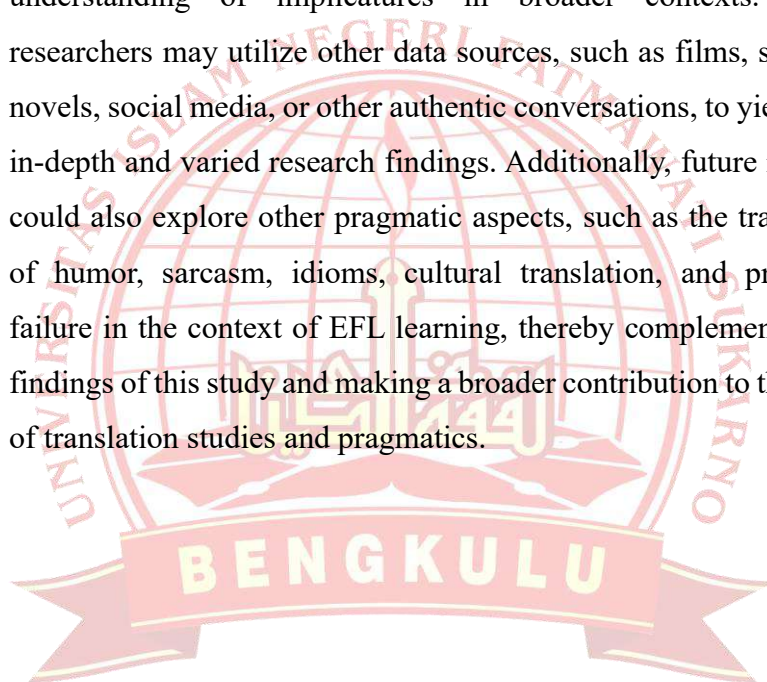
2. For Translation Instructors

Instructors are expected to provide translation instruction that not only emphasizes grammatical aspects and literal meaning but also better preserves pragmatic aspects, cultural context, and implicit meaning in conversation. Instructors can also provide more translation exercises using authentic dialogues that contain implicatures, idioms, humor, and sarcasm so that students become accustomed to understanding implied meanings in English. In addition, the introduction of translation strategies such as Idiomatic Translation, Faithful Translation, and other pragmatic strategies needs to be further enhanced so that students are able to produce

translations that are more natural, communicative, and appropriate to the context of the target language.

3. For Future Researchers

This study has limitations regarding the number of respondents and the data source, which relied solely on dialogues from the sitcom **Modern Family**. Therefore, future researchers are encouraged to conduct studies on translation strategies and the understanding of implicatures in broader contexts. Future researchers may utilize other data sources, such as films, subtitles, novels, social media, or other authentic conversations, to yield more in-depth and varied research findings. Additionally, future research could also explore other pragmatic aspects, such as the translation of humor, sarcasm, idioms, cultural translation, and pragmatic failure in the context of EFL learning, thereby complementing the findings of this study and making a broader contribution to the fields of translation studies and pragmatics.



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