

## CHAPTER V

### CONCLUSION & SUGGESTION

This chapter will show the conclusions and suggestions about the research. The conclusion summarizes the findings of the discussion based on the research question.

#### **A. Conclusion**

Based on the findings and discussion, this study concludes that students' ability in translating opinion articles from The Jakarta Post is at a moderate (fair) level. This is indicated by the distribution of students' scores, where most students fall into the fair and good categories, while only a small number achieve excellent results. Based on the assessment using Nababan's translation quality framework, students generally perform well in terms of readability and acceptability, meaning their translations are understandable and sound natural in the target language. However, accuracy remains the main issue, as many students still struggle to convey the exact meaning of the source text. These difficulties are particularly found when dealing with abstract ideas, technical terms, and complex arguments, where students tend to simplify or translate superficially without fully understanding the context.

Furthermore, in terms of translation strategies, the findings show that students use a variety of strategies, with paraphrase using related words and generalization being the most

dominant. This indicates that students tend to prioritize meaning and practicality rather than literal translation. Strategies such as borrowing are also used, especially for unfamiliar terms, while more complex strategies like illustration and omission are rarely applied. This suggests that students prefer safer and simpler strategies and are less confident in using more flexible approaches.

Overall, it can be concluded that students' translation competence is still developing and not yet optimal, particularly in achieving accuracy and in applying a wider range of translation strategies effectively.

## **B. Suggestion**

Based on the findings and conclusions of this study, several suggestions are proposed for students, teachers, and future researchers. These suggestions are expected to contribute to the improvement of translation learning and research, particularly in translating opinion articles from English digital newspapers.

### **1) Suggestions for Students**

Students are encouraged to improve their translation ability, particularly in terms of accuracy, which was identified as the weakest aspect. Students should focus more on understanding the source text deeply before translating, including identifying main ideas, arguments, and implicit meanings in opinion articles. Since opinion texts often

contain complex and abstract concepts, students need to develop critical reading skills in addition to language skills.

Moreover, students should expand their vocabulary and practice using various translation strategies appropriately. The findings show that students tend to rely on limited strategies such as paraphrasing and generalization. Therefore, students are advised to explore and apply a wider range of strategies to improve translation quality. Regular practice, combined with feedback, will help students enhance both their accuracy and overall translation competence.

## 2) Suggestions for Teachers

Teachers are recommended to provide more balanced and comprehensive instruction in translation learning. Teaching should not only focus on producing translations that are readable and acceptable, but also emphasize the importance of accurate meaning transfer. Teachers should guide students in analyzing texts, understanding context, and interpreting meaning before translating.

In addition, teachers can introduce various translation strategies explicitly and provide examples of how these strategies are applied in different contexts. Activities such as text analysis, group discussion, and comparison of translation results can help students develop

their strategic competence. Since students showed difficulties in translating abstract and argumentative texts, teachers should also provide more practice using opinion articles or similar complex texts. Constructive and detailed feedback is also essential to help students identify their weaknesses, especially in accuracy, and improve their translation performance.

### 3) Suggestions for Future Researchers

Future researchers are encouraged to conduct further studies related to translation ability and translation strategies using different research designs, participants, or text types. In particular, future studies are suggested to expand the scope of descriptive quantitative research by comparing students' translation performance across more than one type of text, such as opinion, narrative, academic, or technical texts. By involving multiple text genres, researchers can obtain more comprehensive and varied data, as well as identify differences in students' translation ability and strategy use in different contexts. In addition, future researchers may apply qualitative approaches, such as interviews or think-aloud protocols, to gain deeper insights into students' thought processes during translation. This would provide a more comprehensive understanding of how students make translation decisions and how they apply specific strategies in real situations.

Furthermore, future research can investigate the relationship between specific translation strategies and translation quality components, particularly accuracy. By combining quantitative comparisons across different text types and deeper qualitative analysis, future studies are expected to contribute more significantly to the development of translation teaching and learning, especially in improving students' ability to translate complex texts effectively.



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