

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter offers a conclusion and suggestions for further research. The conclusion is gotten based on the results and discussions of this research while the suggestions are made so that future researchers who are keen to research on similar topics may have some ideas for their research advancement. Additionally, this chapter also contains the researcher's concern while making the research.

6.1. Conclusion

The researcher has analyzed the dialectal markers in the novel *Pollyanna*. Through this analysis, 130 utterances containing dialectal markers were discovered which then became the primary data of this research and answered the three research questions. Those three questions are about the categorization of dialectal markers, the translation strategies used to translate the dialectal markers, and the acceptability of the dialectal markers in the TL.

In the novel *Pollyanna*, all three categories of dialectal markers proposed by Dimitrova (2004) were used by the author. It is found that the most dominant category in this data is phonological/orthographic markers while the least one is lexical markers. Moreover, the researcher employs the translation strategy theory by Perteghella (2002) to determine the types of strategy used by the translator to render the novel *Pollyanna* into Indonesian. During the analysis, 3 out of 5 strategies used by the translator for translating the novel were located. The most strategy used is standardization while dialect localization and parallel

dialect localization were used infrequently. Furthermore, Nababan et al.'s (2012) translation quality assessment theory was used to assess the acceptability aspect of the sentences containing dialectal markers in the Indonesian version of the novel *Pollyanna*. Assisted by three professional raters who have fulfilled the requirements, the researcher has found that the majority of the data are considered as acceptable while only a few numbers are grouped into less acceptable and unacceptable category. Ultimately, a relation between dialectal markers, translation strategies, and translation acceptability was also discovered during this study. Through the finding, it can be inferred that the correlation that exist among the three aspects is a positive one, as all strategies used resulted in a high acceptability score with variations found in the standardization strategy.

6.2. Suggestions

1. The Translator

Although the translation of is mostly considered acceptable, the translator needs to try lessening the activity of omitting words in the TT. For example, in the phrase 'ye know', the translator completely erases it in the Indonesian version. This is very unfortunate as the phrase, though it might seem unimportant to the whole meaning of the text, carries such a big role in showing us the social background and casualness brought by the character who uses it. Another example is the phrase 'yeller telegram'. In the translated version, this phrase was merely rendered into 'telegram' although the word 'yeller' is literally the non-standard version of the color 'yellow'.

The omitting of an adjective word in this case seems unnecessary as it could help the readers in the TL, who might have never seen the stuff mentioned, visualizing the concept.

2. Other Researchers

This research is expected to assist other researchers working on related topics, including dialectal markers, translation strategies, TQA, and the novel *Pollyanna*. As a thesis about dialectal markers in a children's literature and classic American novel *Pollyanna* which is believed to be barely exists in the field of translation, this research aims to open up new possibilities for future research. It is hoped that this study will inspire others to conduct similar research, either using different approaches or focusing on other research objects.

3. Students

Based on the findings of this study, it is suggested that students develop better awareness regarding dialectal markers in literary works particularly novels, as it usually contains rich dialectal variations whether regionally or socially. Students are also encouraged to consciously and contextually select translation strategies, considering the characteristics of the ST such as meaning, nuance, social, and cultural background; rather than arbitrarily or based solely on personal preference. By having a knowledge on this matter, it might help students in producing translations that are not only accurate and readable but also culturally acceptable in the TL.