# CHAPTER V

## CONCLUSION AND SUGGESTION

In this chapter, the researcher summarizes the findings of the previously discussed investigation. This chapter not only concludes, but also suggests future research into the students' difficulties in interpreting English idioms in narrative writing.

## A. Conclusion

Idioms were not just found in human voices. Idioms appeared in many literary styles. Idioms were commonly utilized in formal, succinct, or theatrical documents. The definitions of idioms, which were widely utilized in narrative texts, were frequently misconstrued by students. Languages, students thought, were merely a part of the vocabulary. Furthermore, they occasionally lost the meaning of the discovered idiom. Understanding a linguistic idiom that violated basic English composing principles. Unawareness of idioms, on the other hand, will have an impact on the overall performance of the learner. There was a proper manner for lecturers and students to solve with idioms, as well as issues like language understanding and instructional techniques that needed to be taught. Students can learn more modern words and boost English learning more positively by learning languages.

The students abilities served as the instruments for analyzing the translating idiom. In relation to the study issue highlighted in the introduction, the researcher argued that the students' ability to interpret idiom in narrative text was limited. For the research topic, the researcher discovered various

idioms with broad meanings that the students did not comprehend. When understanding a script, teaching English was critical. There were frequently many new vocabulary words that many pupils never learned, making it a challenge for those who wished to improve their English. Students should learn how to correctly translate language and even master the techniques of interpreting idioms, especially when translating idioms that translate idioms not by translating it word for word, but rather by translating the basic of the entire idiom.

**B. Suggestion**

The suggestion are given to the reader, to students, and the next researcher.

a. For the Reader

Readers interested in translating English idioms in narrative text and learning about idioms in literal and metaphorical meanings should comprehend the context of the text and technique of translating idioms before embarking on other translation-related study. This research is most likely for the reader's use in translating English idioms in narrative text.

b. For the Students

Idioms in narrative text should be familiar to the students. In fact, not all narrative writing contains idioms; nonetheless, some types of narrative material do contain idioms. Students can learn the technique of translating an English idiom because it will help them translate idioms accurately.

c. For the Next Researcher

Another theory, such as Nida and Taber's theory, that proposes three sorts of modifications in translating idiom, namely idiom to non-idiom, idiom to idiom, and non-idiom to idiom, could be used by the future researcher to analyze the translation strategies of English idioms.

After conducting this research, the researcher realizes that there are still numerous flaws. This study still need careful consideration. Hopefully, this research can serve as a reference for future research on the same topic of translation approaches of English idioms, depending on the purpose and usage.