

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter contains the conclusion obtained by the researcher during the analysis of the translations carried out by students. In addition to the conclusions, the researcher would also provide some suggestions based on the results of the analysis that the researcher did.

#### **A. Conclusion**

This study focuses on the results of the translation done by students. In this study, the number of items that students had to translate was twenty items. The student worksheets obtained by the researcher amounted to twenty-nine. The research data was obtained through documentation based on student worksheets that had been done by eighth grade students. The researcher uses a third party to convey the items that must be translated by students. In this case, the researcher used the related subject teacher as a third party. Researchers are not involved in the process of submitting items that must be translated by students or during the work process, researchers only provide and receive student work which will be analyzed by researchers.

The total number of errors is two thousand five hundred and seventeen. Of these, the most dominant error is in the communicative impact taxonomy category with three hundred and ninety errors found. Meanwhile, the least number of errors is in the comparative taxonomy category, namely the interlingual and ambiguous sub-categories.

There are four factors that cause students to make mistakes in translating. The four factors are, the first factor that found by the researcher is students have a lack of knowledge of correct vocabulary selection. This problem is the most common. From the results of the translation carried out by students, the errors that occur indicate that students' mastery of vocabulary is still very poor. Because of this factor, students are still quite difficult in translating Indonesian into English. The second one is lack of knowledge of structural/grammar. This factor can occur because based on the results of the translation carried out by students it still has a structure that is not in accordance with what it should be. This factor is enough to affect the results of the translations carried out by students in such a way as to make the students' translations less precise. The first and second factors also have a fairly close relationship in influencing students' translation results.

The third factor is the inability of students to transfer the proper meaning into English. This third factor is a form of students' inability to show the true meaning of the sentences they translate. This factor resulted in the results of the translation done by students there were still many incorrect meanings. In addition to imprecise meanings, there are also sentences with multiple meanings. The last factor is students are not familiar with how to communicate using English, especially in written form. This last factor is a form of students' unfamiliarity with English. This factor is reflected in the results of the translations carried out by students. Students often mistranslate words that should not be translated into English. The results of student

translations show that this factor is still the biggest barrier for students to translate Indonesian into English. These factors will continue to influence students in doing translations as long as students do not try to clean up and improve their abilities.

## **B. Suggestion**

To overcome errors that occur in the translation process, the researcher suggests that students be more active in learning English correctly. As long as students try well, students will be able to do much better translations. In addition, teachers of related subjects must also provide further guidance in order to provide an atmosphere where the learning process becomes better and more enjoyable.

The results of this study can be used as a new perspective in teaching English, especially at the junior high school level. Students' difficulties in learning English are not only found in skills that have often been raised in other studies. The difficulty of students in translating is also an important aspect that must be considered so that student learning becomes much more effective. Through this research, the researcher suggests that a teacher should be more aware of the student learning process. Difficulties in learning can no longer be seen in a small scope but seen from a much broader perspective.

This study does not aim to find faults and weaknesses from anyone. The purpose of this research is a form of concern for a more effective learning process so that it can provide maximum results in student learning. Through a new perspective, the learning process will be better. With this

research, the teacher has other considerations regarding the direction of student development in learning English. With various forms of learning development, the teacher can provide the right solution in teaching English to students