

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions of the research and offers some suggestion. The conclusion and suggestion are drawn based on the research finding and discussion. This chapter is in two parts, the first part aimed to give concluding about the students' translation errors made by class X IPA 1 at SMA Negeri 4 Kota Kupang, and the causes of errors. The second is containing suggestion for related parties and future research in the related topic.

5.1 Conclusions

Based on the analysis and discussion in chapter IV, the two research questions were answered in this study. The first research question, about the types of errors and the second question about the most dominant errors, which were found based on the theory of Dulay, Burt, and Krashen. The researchers draw the following conclusions :

There are four types of errors in translating narrative texts from Indonesian to English which were made by students of class X IPA 1 SMA Negeri 4 Kota Kupang, namely: Omission, Addition, Misformation, and Misordering. The highest number of errors is Misformation errors with a total of 120 errors. The first under the highest number is the error on Addition with a total of 45 errors. The second order below the highest number is the error of Omission with a total of 22 errors. Then, the least number of errors is Misordering errors with a total of 11 errors. And the most dominant type of translation errors, the writer concluded

that the students' problems in translating narrative texts from Indonesian to English were mostly Misformation as many as 120 errors. Misformation is the most dominant type carried out by students of class X IPA 1 SMA Negeri 4 Kota Kupang.

5.2 Suggestion

The writer would like to offer some suggestion for the improvement of the teaching learning process especially in the process of teaching and learning translation as one of the subject matters in class X IPA 1 at SMA Negeri 4 Kota Kupang.

1. The Teacher

Through habitual reading activity, the students will improve their reading comprehension which is helpful in developing translation ability not only in the field of science and technology but also in culture and tourism. There for, it is suggested that the teacher must provide the student with a lot of reading activities and translation exercises.

2. Students

The students should practice the translation Indonesian text into English or vice versa at the class or out of the class to increase the translation ability. Then, to make a good in writing that the students are suggested to read a lot of books and enrich vocabulary to increase the translation skill and discussed the result of translation with the classmates or another one. In addition, student make peer-correction in the class or anywhere, it can be conducted in the form of pair-work, group work, or whole class correction.

3. Other researcher

Other researchers, can develop more research on translation error analysis to find the best way to overcome student errors, especially errors found in translating narrative texts. They are also expected to conduct research that tries to find out what causes students to experience difficulties in translating and what style students usually use in translating.