

CHAPTER V

CONCLUSION AND SUGGESTIONS

Based on the results and discussion of this research, two main conclusions can be drawn in line with the research problems:

5.1 Conclusion

5.1.1 Types of Grammatical Errors

The fourth-semester students of the English Education Study Program produced four types of grammatical errors in translating texts from Indonesian into English. These were omission, addition, misformation, and misordering. Omission errors involved the absence of necessary grammatical elements such as articles, auxiliary verbs, prepositions, and possessive markers. Addition errors appeared when students inserted unnecessary words or morphemes. Misformation errors occurred when incorrect word forms or tenses were used, while misordering errors reflected the incorrect placement of words in a sentence.

5.1.2 Dominant Type of Grammatical Errors

Among the four types, misformation errors were the most dominant in students' translations. This shows that students often recognized the need for grammatical elements but misapplied them, particularly in verb tense, subject verb agreement, and word choice. The frequent occurrence of misformation indicates that incomplete mastery of English grammar, interference from the

Indonesian language, and overgeneralization of English rules were the main causes of errors.

Overall, the findings reveal that students face significant challenges in translating from Indonesian to English due to insufficient grammar mastery and first language influence.

5.2 Suggestions

Based on the findings and conclusions, the researcher would like to propose several suggestions:

5.2.1 For Students

- a) Students should pay more attention to the correct use of grammar, especially in verb tenses, auxiliary verbs, and subject verb agreement.
- b) Students need to increase practice in translation tasks and writing activities that integrate grammar accuracy.
- c) Reading more authentic English texts can help them internalize correct grammatical structures and reduce the tendency to translate word for word from Indonesian.

5.2.2 For Future Researchers

- a) Further studies can investigate the causes of misformation in more detail, perhaps by analyzing students thought processes during translation.

b) Future research can also compare error patterns among different levels of students (first semester vs fourth semester) to trace development in grammar mastery.