CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses about the conclusion of this research counting grammatical transfer in the students' English translation. Furthermore, this chapter also contains the suggestion regarding the research for students, lecturers, and also the next researchers.

A. Conclusion

Based on the findings and discussions above, amount of facilitations and interferences appear in students' English translation. Conceding that English language system and Indonesian language structure have somewhat similarities, students' awareness regarding the involvement of Indonesian language is relatively low. Only two students merely used word for word method facilitated by the resemblance without realizing it. Some other students that used mix-method in translating the text were helped for some pattern that they have not mastered yet. In fact, the transfers produced by students are led by the structural factors.

There are 15 types of grammatical transfer in total produced by the students containing 5 types of positive transfer and 10 types of negative transfer. From the general categorizations, in the facilitation cases, 1 is included into preposition

type, 1 as 'to be' and 1 as modal, 3 cases are categorized into conjunction and 1 as relative pronoun. In addition, those types generally also can be identified as word order type. Furthermore, interference phenomena consist of 2 cases as word order, 9 productions as number, 2 constructions as possessive pronoun, 1 word as relative pronoun and 1 word as article/determiner, 4 constructions classified into verb, 8 productions categorized as time, tense and aspect, 3 as to be, 10 as preposition and 9 as adjectives and adverb.

The classification of the types of grammatical transfer above brings to the structural factors. Considering the source language structure and the target language focused on the classified transfers, structural factors facilitated the students and caused the error productions in translating the text are found. First of all, the factors of the positive transfers are the same relation pattern and the same grammatical systems. In addition, factors that cause the negative transfers are congruent systems, much common vocabulary, relatively unbound morphemes, greater phonemic bulk, different relation pattern and very different grammatical systems.

B. Suggestion

Several grammatical interferences in the students' translation are not complex for students in that level. Lack of awareness might be the strongest reason. Therefore, it should be highlighted that differences in Indonesian language systems and English grammar are supposed to get more attention. Furthermore,

even though they have already mastered the course, realizing the role of their first language structure is also crucially significant.

Regarding to the advantages of noticing first language involvement, English teachers or candidates of English teacher should consider which part of source language can help or facilitate students and which element of source language can lead students to construct wrong sentences, clauses and phrases. As the result, this might guide them to plan easier steps, lessons and materials to make students learn and understand English better. Besides, they can alert students to be more aware of wrong structures caused by the difference of the source language and the target language.

Finally, as this study has a lot of weaknesses, it would be glad if further researches are better. Therefore, for the next researcher, completing the research by conducting the extra-structural factors will be interesting. Besides, finding the way to solve the problems in error productions of students' English translation is also remarkable to help English teachers in doing their responsibility.