CHAPTER V

CONCLUSION AND SUGGESTION

This chapter will discuss about the conclusion of this research including semantic interference in students' English translation. Besides the conclusion, this chapter will also contain the suggestion for the students, lecturers, and also the next researchers.

A. Conclusion

Basically, students used the *word by word* method in translating so that the interferences were made. Granting it was not the only reason, most of students stated in the interview that the method made them having the interferences. On the other hand, the language which they used most in daily life, Indonesian language, has a prime reason to influence their English.

There were in total 27 semantic interferences from Indonesian language found in students' English translations, and they were divided into two categories which are 22 semantic interferences categorized as false cognate and 5 semantic interferences categorized as redundancy. From all interferences found, there were no major differences between one example and others. These examples in chapter 4 are all students work. Basically they had the interference in the same sentence or words but came up with different English words. One of the big reason stated by the students why they still got linked to their Indonesian language when translating into English is that because they have limited vocabularies. Principally, the interference cannot be denied from students who learn a second or foreign language.

B. Suggestion

1. Suggestion for students

As explained in the point conclusion, the students had an Indonesian language interference is that because they only use English in the class of English and have less interest to read or watch something in English. The students are prefer to use Indonesian language than English because the cultural case in Indonesia, especially in the English Teacher Education Department, which is they will be mocked by other students if they talk in English. Therefore, the suggestion for the students is that to build a habit of reading in English, and get used to English more. Not only is reading, rewriting what have been wrote before is also an effective way to master English, particularly to have more vocabularies. In addition, the students are better to crosscheck the words they have known before in dictionary or thesaurus to maintain the accuracy of the words. However, a thesaurus can be a good friend to a writer, but only if used sparingly and with thought.

2. Suggestion for the next researchers

It would positively be fascinating to examine this issue in more detail because many questions remain unanswered. For example, it would be interesting to research interference and its cause and solution to avoid the interference in students' translation. It will be a documentation research as well, but the research will be so much more detail than this research. It will probably need to be related in language processing, psycholinguistic to find about the words chosen by the students. The research about how students are still addicted to use Indonesian language structures to respond some responses in foreign language learning will be very fascinating to be done for the next research. It will not focus on written document as like this current research, whereas it will focus on students' speaking. As for that reason, this next research will concern on students' oral performance rather than students' written performance.

This research has provided a fundamental insight into interference occurring in students' translations and the results may serve as a basis for further research. Moreover, the method used for the analysis and the classification introduced can be useful for translation training and for assessment of students.