

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter is divided into two sections: conclusions and suggestions. The conclusions section covers the conclusions of the present study based on the findings and discussions from the previous chapter. Subsequently, the suggestions section provides the suggestion for further research.

#### 5.1 Conclusions

The discussion of the present study focuses on the types and the common errors found in students' simultaneous interpreting products. The types of errors are classified based on the various types of errors of translation encountered in simultaneous interpretation proposed by Barik (1971). The transcriptions of students' interpreting products that were analyzed in the study were 12 transcriptions of Ban Ki-moon's speech renditions from English into Bahasa Indonesia and 12 transcriptions of Tanri Abeng's speech renditions from Bahasa Indonesia into English.

Based on the results of the analysis, the current study concludes that there are 10 types of errors of translation found in students' transcriptions of Ban Ki-moon's speech renditions from English to Bahasa Indonesia. They are skipping omission (M1), comprehension omission (M2), compounding omission (M4), mild semantic error (E1), gross semantic error subcategory E2a (caused by homonym), gross semantic error subcategory E2b (false reference in target language), gross semantic error subcategory E2c (error of meaning or mistranslation), mild phrasing change (E3), substantial phrasing change (E4) which involves rephrasing and gross phrasing change (E5). In addition, there are 11 types of errors of translation in students' transcriptions of Tanri Abeng's

speech renditions from Bahasa Indonesia to English. They are skipping omission (M1), comprehension omission (M2), compounding omission (M4), qualifier addition (A1) which is the addition of adjective, mild semantic error (E1), gross semantic error subcategory E2a, gross semantic error subcategory E2c, mild phrasing change (E3), substantial phrasing change (E4), gross phrasing change (E5) and grammatical error.

In terms of common errors, comprehension omission appears as the most frequent type of error in the students' simultaneous interpreting products of Ban Ki-moon's speech rendition from English to Bahasa Indonesia. There are 24 occurrences of comprehension omissions or 22.86 % of 105 occurrences. Moreover, the most frequent types of error in students' transcriptions of Tanri Abeng's speech renditions from Bahasa Indonesia to English is grammatical errors (34 occurrences or 35.79% of 95 occurrences) followed by comprehension omissions (13 occurrences or 13.68% of 95 occurrences). Comprehension omissions occur when the student interpreters were unable to interpret the message accurately. In addition, comprehension omissions can also occur when the student interpreters could not catch up with the speaker's message so they omit the part of the sentence or the whole sentence.

Referring to the findings, it can be concluded that comprehension omission becomes the common error in the overall students' simultaneous interpretation products (37 occurrences or 18.5% of 200 error occurrences) followed by grammatical errors (34 occurrences or 17% of 200 error occurrences). These findings on common errors indicate that the student interpreters have lack of comprehension in the process of simultaneous interpreting of both languages involved. Since the students are in their third year of learning English as a foreign language in an English Department, not in the interpreting training programs, it indicates that they are struggling with their interpreting skills in terms of fidelity and accuracy. In addition, the finding on grammatical errors as the second most frequent error indicates that the student have lack of comprehension in terms of

grammar of English. Moreover, the difference in grammatical structure of Bahasa Indonesia and English can be the cause of the errors occurred. It can be said that students' grammar comprehension is important in simultaneous interpreting because the correct grammatical structure in target language can help the listeners understand the topic that is being delivered by the speaker. From the totals of errors occurred, 105 error occurrences in students' simultaneous interpretations from English to Bahasa Indonesia and 95 error occurrences in students' simultaneous interpretations from Bahasa Indonesia to English, it can be inferred that the students perform better in interpreting from Bahasa Indonesia to English.

## **5.2 Suggestions**

Based on the findings and discussion stated previously in this study, there are some suggestions for those who might be interested in conducting some research regarding to this study. Since this study only focuses on types of errors and common errors, it is suggested for further research to identify the types of errors which take into account the context of situation. In terms of methodology, observation and interviews can be conducted to reveals whether the students are aware that they make errors in the process of simultaneous interpreting or they deliberately apply some interpreting strategies in their works.