

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

After conducting the research and analyzing the data, the researcher would like to present conclusion and suggestions. The researcher expects that this research will be very useful for students, teachers of translation course, future researcher and all readers who are interested in translation work.

#### 5.1 Conclusion

It is concluded that there is a positive correlation between the students' mastery of English grammatical structure and their ability in translating English into Indonesian among the seventh semester students of English Education Department who took Translating and Interpreting program. The correlation exists since the mastery of English grammatical structure take a big part in translation and necessary to be acquired (Machali, 2000).

This research shows that the correlation exists and the correlation coefficient ( $r$ ) between the mastery of English grammatical structure and students' ability in translating English-Indonesian is 0.94, and the its level of significance for directional (one tailed) test is 0.05, with the df of 18(N-2) is 0.378. it means there is a tendency that the higher the score of English grammatical structure is, the higher the English-Indonesian translating score will be. It was also found that the coefficient of determination ( $r^2$ ) is 0.88. it means that the students' mastery of English grammatical structure contributes their English-Indonesian translating ability as much as 88% by a linear regression equation  $\hat{Y} = 11.63 + 0.89 X$ .

Meanwhile, the seventh semester students' mastery of English grammatical structure based on the English grammatical test which is taken from taken from Cliffs TOEFL preparation Guide Test of English as a Foreign Language, in the form of multiple choices is relatively fair. It can be seen from the score of the student itself. There are 50% of the students who are categorized into fair category.

From the translation test, it shows that the achievement rate or the mean of the English-Indonesian translating ability is 77.7. Based on the categories of translation that proposed by Machali (2000:119), almost of the students or 95% of the students' translation are categorized into good, very good, and nearly perfect translation. In term of translation errors, there are some students who still commit grammatical structure errors. That errors cause their translation to be misleading.

From the two tests, the English grammatical structure and Translation tests, it was found that more than half of the students or 55%, had equal scores in the both tests.

## 5.2 Suggestions

The researcher would like to propose some suggestions which are based on the research findings and discussion. Here are the suggestions:

1. Translation practice and theory should be given as much as possible to the students in order to make a good understanding of translation method among the students.
2. Students should practice as much as possible in translating by their own self to increase the students' skill in translating English text into Indonesian.
3. Students are expected to improve their mastery of English grammatical structure through comprehending whole aspects of grammar, structure, syntax and semantics, since the mastery is really needed in the work of translation, and contributes the translation result. By mastering English grammatical structure, it can make the students easier to conduct the translation work. It is also better for the students to follow TOEFL test.
4. To improve the quality of students' translation, the lecturers are expected to evaluate errors made by the students and give them correction toward the errors. Therefore, the students will be able to produce an ideal translation and make corrections on translation errors made by other students.
5. The researcher realize that this research is far from perfect, since this research does not cover all aspects dealing with translation and this research took small participants. It is suggested for further research to take a large part participants and investigate not only the English grammatical structure aspect, but also other aspects dealing with

translation, for instance knowledge of English culture, the mastery of vocabulary, and communication in translation work.



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The Relationship Between Students' Grammatical Mastery And Their Ability in Translating English-Indonesian

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