

## Chapter 5: Conclusion and Suggestion

This chapter presents the conclusion and recommendation based on the result of this research. The conclusion provides a brief summary in the relation to the research question of the study. This is followed by recommendation for further research end chapter made as an outgrowth of the study.

### Conclusion

This study is aimed to investigate the types of Semantical Errors in Narrative Text Translation in Children's Stories Books written by Chandra Imam Dausyah (2016) in the case of Indonesian-English translation, in agreement to the research question , *“what are the types of semantical errors in narrative text translation in children's stories books Indonesia-English written by Chandra Imam Dausyah (2016).?”*. The errors were examined from 4 books obtained based on some categories. James (1998) theory was used in the errors' analysis which consisted of four big errors classification: misselection, misformation, distortion, and collocation errors. The errors later classified into specific sub-errors. Misselection errors included suffix, prefix, vowel-based and consonant-based. Moreover, misformation errors included borrowing, coinage, and calque. In other hand, distortion errors included omission, overconclusion, misselection and misordering. Then, collocation errors included one-collocate and both-collocate errors.

Among the data obtained, the most significant errors occurred in collocation, and distortion. Those categories most severely affect the overall readability of the text outputs. It is because there are 12 data of collocation errors and 10 data of distortion errors found in narrative text translation in Children's Stories Books written by Chandra Imam Dausyah (2016). It means that the translator can not distinguish the function and word class of the word it self and also unable to indentify the missing word in the source language. It caused the translator lacks of knowledge of the translation. Meanwhile, misformation and misselection errors tend to have minor impacts on the overall readability and meaning delivery of the target text.

In summary, sheer amount of errors occurred in narrative text translation in Children's Stories Books written by Chandra Imam Dausyah (2016) indicating that the translation quality of this translation is still poor. Thus, there is still significant technique to improve in the output quality of the translation.

### **Suggestions**

To create the quality of good translation, a translator should be able to understand the science of translator. Therefore, the following suggestions are offered based on findings and the conclusion of the research to the translator, the writer of children's stories books, readers, and further researchers.

Firstly, since the present findings contribute to the field of understanding of error classification for the Indonesian-English language pair, the researcher suggests

to the translator to evaluate and improve the quality of the translation. Moreover, the facts that narrative text always be the learning media those students are taught. It has become the one of the major reason for translator to look after its translation output quality because there are many of school utilized the narrative text.

Secondly, the researcher suggests to the writers of the books to pay attention to the writing of the sentence as the source language because it will affects to the translation result made by the translator since the translator could not detect to any errors made that come from source language. As the consequences, this also will affect to the reader understanding towards the sentence as well.

Third, the researcher emphasized to those books to pay attention in editing process. Next, those books has not only translation problems, but also has a problem in writing. Then, those books should be adapting language source language to target language. Last, language adjustment is preferred to English or target language.

For further researchers, there are three suggestions that the researcher would like to be addressed. First, since this study with a corpus with four books is relatively small compared with the most existing corpus-based studies, a study with a larger corpus may suggest a different and valid distribution of errors across the categories and sub-errors categories. Thereupon, a continuing need for a larger-scale research with a more extensive corpus need to be conducted.

Second, while the error classification is applicable for Indonesian-English translation, the results are system-specific. Other language pairs may have different mechanisms, resulting in a different distribution of errors. Future researchers may conduct the same error analysis on the different set of approach and language pairs.

Third, the current research is a pilot study investigating the possible error classification in narrative text translation. Therefore, future studies are needed to support the present findings. The scope of research could also be scaled down to focus on specific linguistic features or language structures for a more fruitful discussion. The other possible future research could also be conducted to focus on what are types of narrative text that are utilized in school and what are their perception towards the translation results in order to know how impactful this books or text is to the students in understanding the source language intended the meaning.

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