# CHAPTER FOUR

# CONCLUSION

Having analyzed the translated sentences of the second grade students of SMU Santa Maria 3 Cimahi, I would like to make some concluding remarks.

As my research is to categorize the errors in the sentences and find out the causes, I make categories of the errors. From my analysis in the previous chapter, I calculate that there are 9 errors which belong to omission category; 6 errors come under addition category; 20 errors belong to misformation category; only 2 errors fall into misordering category; and 3 errors belong to substitution. All of these errors are from twenty-six data. The percentage of the category above is as follows:



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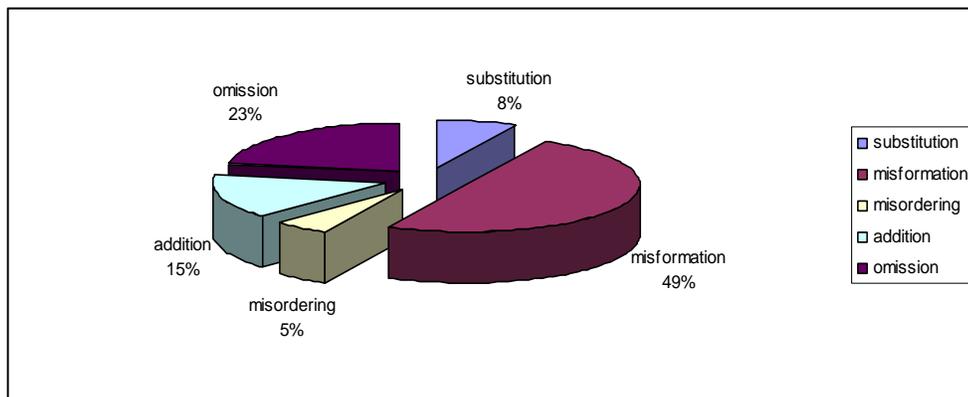
Based on the percentage above, the dominant errors made by the second grade students of SMU Santa Maria 3 Cimahi belong to misformation category and omission category. The errors belong to misformation category because there are errors in forming the words. Most of the errors in the word formation that are made by the second grade student of SMU Santa Maria 3 Cimahi are in the "s" suffix. There are "s" suffix that are incorrectly left out and "s" suffix that are incorrectly added in the students' translated sentence. The students also make errors in the word formation of the infinitive in the simple present tense, regarding whether the infinitive should use "s" suffix or not. This rule has been studied in the second grade student of senior high schools, but this rule is ignored.

Besides misformation, there are also errors which belong to omission, addition, and misordering. Some errors made by the second grade students of SMU Santa Maria 3 Cimahi belong to omission category because some needed words are omitted in the translated sentence. The other errors belong to addition category because some words added are not appropriate to the context. Besides misformation category, omission category, and addition category, there are also errors that belong to misordering category. There are only 2 errors which belong to this category and all errors which belong to misordering category are caused by the influence of the first language. Another error also belongs to substitution, and only 3 errors which belong to substitution. These errors belong to substitution because the student substitutes the right word into the wrong.

From the analysis, I also find 32 errors that are caused by the ignorance of the rule restrictions, 4 errors which are caused by overgeneralization, 3 error that are caused by the incomplete application of the rules, 3 errors which are caused by

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the influence of the student's first language. The percentage of these causes is as follows:
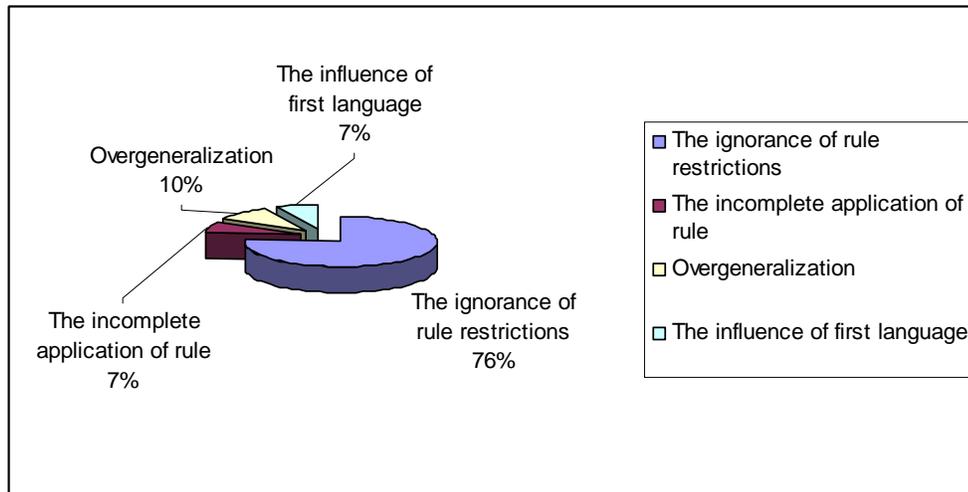


Based on the percentage above, I conclude that the dominant cause of the errors that occur is the ignorance of the rule restrictions. From the analysis, the rules that are ignored are on the use of article, the rule in relative clause and relative pronoun, the use of word formation of verb in simple present tense and simple future tense. Most of the errors which are cause by the ignorance of rule restrictions belong to addition category and misformation category.

Beside the ignorance of the rule restrictions, overgeneralization also causes some of the errors. There are 6 errors which are caused by the overgeneralization. Based on the data, I find that the students generalize words which are added by "s" suffix or not. In fact these words have a difference in meaning and usage. The examples for the generalization of "s" suffix are "become" and "becomes", "sometime" and "sometimes" etc.

Other errors which are made by the second grade students of SMU Santa Maria 3 Cimahi are caused by the influence of the students' first language. There

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are only two errors which are caused by this. This is because of the differences between the rules of Indonesian language and the rules of English language, for example the rule in word orders.

There are only 3 errors which are caused by incomplete application of rules. The errors which are caused by incomplete application of rules are when the student incomplete in translating the word from the source sentence into English. There are some words that are missing.

Beside of the ignorance of rule restriction, overgeneralization, the incomplete application of rule, and the influence of first language, there are also 3 errors which happen because the rule is not taught in class. So the students do not know the rule and understand the rule.

In conclusion, the errors that occur fall dominantly into misformation category. In terms of the causes of the errors, the ignorance of the rule restrictions is the dominant cause.

From the result of the analysis, I would like to give some suggestions. When translating a text, the rules of the target language should be followed to avoid making errors. I find that the second grade students of SMU Santa Maria 3 Cimahi still find difficulties in applying the English rules.

For the next person who wants to do the same research, I hope he or she will not only categorize the errors based on the surface strategy taxonomy of errors. He or she can also add some important things which are needed in this research. So this kind of research will be better and better.