CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the findings and the analysis presented in the previous chapter, it could be concluded that the students' ability in translating Indonesian narrative text into English at the eleventh grade of SMA Muhammadiyah Tenggarong in the academic year 2024/2025 was categorized as fair.

The translation tasks were assessed by two scorers: the first was a translation lecturer, and the second was the researcher. The students' works were evaluated based on three translation aspects, namely accuracy, acceptability, and readability. The results revealed that the mean score from the first scorer was 80.91, and from the second scorer was 79.09, with a combined average score of 80.00.

Further analysis of each translation aspect showed the following mean scores:

- Accuracy: 26.59
- Acceptability: 26.77
- Readability: 26.36

In addition, the researcher calculated the standard deviation (SD) of the average scores, which resulted in 5.59. Based on the classification intervals (M ± SD), the distribution of students' scores was as follows:

- 1 student (9.09%) was classified as Excellent,
- 3 students (27.27%) were classified as Good,
- 4 students (36.36%) were classified as Fair,
- 3 students (27.27%) were classified as Poor, and

- 0 students (0.00%) were classified as Very Poor.

5.2 Suggestion

a. For English Teachers

Teachers are encouraged to integrate translation exercises, especially involving narrative texts, into regular classroom activities. Emphasis should be placed not only on the literal meaning but also on the contextual and cultural transfer of ideas. Teachers can:Provide model translations for comparison.Create peer-review activities to assess translation quality collaboratively.Focus on grammar reinforcement and vocabulary development relevant to storytelling.

b. For Students

Students should actively engage with English texts, particularly narratives such as short stories, folktales, or legends, to understand how native speakers construct meaning. To enhance translation skills, students are advised to:Practice translating texts and compare them with published English versions.Learn collocations and natural phrases in English.Ask for feedback from teachers or peers to refine their translation attempts.

c. For Future Researchers

Further research could explore translation ability across different text genres such as expository or procedural texts, which may present unique challenges compared to narrative texts. Researchers could also conduct comparative studies between male and female students, between different grade levels, or between manual and digital translation practices. In addition, qualitative methods such as think-aloud protocols could provide deeper insights into students' decision-making during translation.