

CHAPTER I INTRODUCTION

1.1 Background of Study

Mastering English (EN) is considered very important to the extent that this language is assumed to have a more prestigious position than *bahasa* Indonesia (BI). Nowadays, the use of language of wider communication, particularly EN is basically needed in the areas of politic, business, education, etc. Mass media are various basic needs today, where EN, as an international language is also needed. The media could be in both print form and in electronic such as in the form newspaper, magazine, bulletin, radio, TV, and the newest one, internet, where EN also plays an important role. The different in many aspects of grammar in two different languages cause the problems for the learners to master it.

In education, in order to reach a high quality of the students in mastering English, besides the four skills, i.e. listening, speaking, reading, and writing, translation is also an important skill today. Translation is needed by them because the textbooks they use (mostly the natural sciences ones) are written in bilinguals – BI and EN. In wider scope, translation in particular is very needed in Indonesia in which global information from other countries in terms of business, international relationships, education, science and technologies and infrastructure can be obtained. Translation in various areas from EN to the other languages including BI is very

important. In fact not all references are written in BI because they are from different countries and using different languages. One hand, in this case, translation is very significant for grasping the message from foreign languages into BI. On the other hand, when people in other countries need information from Indonesia, translation also plays an important role. The BI text should be translated into the other target languages.

The use of bilingual textbooks is very important because the students can learn both the knowledge (Biology, Chemistry, and Physics) and the English language. As an English teacher in Senior High School and the school uses bilingual textbooks, such as Biology, Physics, and Chemistry, it is suggested that teachers who teach those subjects should have high competence in English.

In order to increase students' ability in English, some senior high schools use bilingual textbooks. The main objectives of the use of bilingual textbooks are twofold. Besides understanding its subjects, the students are also hoped to be familiar enough with the English in its specialized subject. By reading the bilingual textbooks the students also learn the way of translating indirectly. The process of translating while they are studying the text is simply the process of semantic and syntactic transfer from a sentence written in *Bahasa Indonesia* (BI) as the source language (SL) to a sentence in English (EN) language as the target language (TL). This process is rigidly constructed, in order to preserve sentence alignment between the original text (in this case BI) and the target text (EN). In the followings, it is necessary to describe the translation procedures that are adopted in this thesis.

Within the target-oriented approach to translation, which views translation as a cultural product of the target system, Toury (1995) focuses on the translated texts, their processes, features and functions, isolating them from their context and ideology, thereby not fully addressing the quality in translation. While Lefevere (1992a) also follows the view on translation as a cultural product of the target system, he addresses *ideology* and *power* which initiate the act of translation in his analysis.

1.2 Problems of the Study

There are three problems to be taken into account in transferring the meaning of the pre-modifier especially BI nominal group constructions into EN which are found in the two textbooks. The problems can be formulated as the following:

- 1) How are the closest equivalents of the BI pre-modifiers in nominal group constructions in the translated versions as found in the textbooks?
- 2) What loss and gain of information are there concerning the translation of BI pre-modifiers in nominal group constructions in the translation of the two textbooks?
- 3) Why are the pre-modifiers translated in that way?

1.3 Objectives of the Study

The objectives of the study in this thesis are to fulfill the answers of the problems given. Specifically there are three objectives in this study. They are

- 1) to analyze the texts in order to find out the closest equivalents of the BI pre-modifiers in nominal group constructions in the translated versions as found in the textbooks,
- 2) to find out and describe the possibilities of loss and gain of information concerning the translation of BI pre-modifiers in nominal group constructions in the translation of the two textbooks, and
- 3) to find out and describe the reasons of the pre-modifiers are translated as they are.

1.4 Scope of the Study

The analysis in this thesis focuses on pre-modifiers with their varieties found in the two textbooks mentioned. Those modifiers are analyzed in order to see how they are translated into the target language text. Then related to the procedures used in the translating process, all of the seven procedures will be analyzed. Finally, the study will be ended by the description of loss and gain of information on the pre-modifiers of nominal group constructions.

1.5 Significance of the Study

The findings of this research may have two general significances, i.e. theoretical and practical ones. The description of these significances can be seen in the following.

1.5.1 Theoretical Significance

Theoretically, there are four significances of the findings. They may provide a new contribution to the development of the conceptual knowledge on the study of (1) pre-modifiers in nominal group constructions in both English and *Bahasa Indonesia*; (2) translating English nominal groups (as a source language) into bahasa Indonesia (as a target language); (3) investigating equivalency in the process of translation of SL nominal groups into TL; and (4) finding reasons why the TTL is translated in that way.

1.5.2 Practical Significance

Practically, the findings may be used to improve the ability of the researcher in one hand, and the readers who are interested in nominal groups of the two languages (SL and TL) in another. Besides, the findings may help the readers to know more about ways of translating English nominal groups into *bahasa Indonesia*.