CHAPTER V
CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

5.1 Conclusion

1. The closest equivalents of the BI Premodifiers can be seen from their constructions in elements of structure (ES) of the nominal groups: (*m*), *h*, (*q*), where *h* is the nominal group with head only, e.g. *finger print;* *mh* is the nominal group with head and preceding modification, e.g. *chemical reaction;* *mhq* is the nominal group with head with pre and post-modification, e.g. *the number of hydrocarbon;* and *hq* is the nominal group with head and post modification of head, e.g. *missing in action.*
2. Finding the translation by using procedures of translation as proposed by Vinay and Daberlnet, the following can be shown : *dichlorine heptaoxide*(113) in SL is translated into *diklor heptaoksida* in TL and; therefore, it is called borrowing: *the equivalent reaction* is equivalent to *reaksi ekivalen,* in this case literal procedure of translation is applied.
3. The theory of loss and gain of information proposed by Nida and the occurrence of gain and loss of information in the process of the translation is caused by the

differences in the structure and culture of both the source language and target languages.

5.2 Implications

The concept of nominal group is very important. First of all, it can function as subject and complement in a clause. Secondly, it can also function as the complement of a preposition in a prepositional phrase. Theoretically, there are three functional components or metafunctions are realized in language. In the English clause a combination of three different structures derives from the three distinct functional components. On the grammar of the group, although we can still recognize the same three components, they are not represented in the form of separate whole structures but rather as partial contributions to a single structural line." Group structure is, therefore, interpreted in terms of the ideational metafunctions.

The ideational component in group structure is split into two: experiential and logical. The logical component defines the logical-semantic relations in the group, and the relationship in the nominal group is that of modification. The element preceding the head is called the *pre-modifier* and that which follows the head the *post-modifier*. On the logical component three positions can then be identified: pre-modifier, head and post-modifier.

Based on the research findings, it is worth to say that the attempts to improve the students' capability in uderstanding both the English and bahasa Indonesia

nominal groups through bilingual textbooks is very significant. Bilingual teaching materials are rich with various linguistic and more specific grammatic characteristics that make these texts are very important and challenging in the process of understanding all grammatic characteristics.

By observing and searching the bilingual textbooks, the students can see obviously the equivalency in the nominal groups between the source language (English) and target language (bahasa Indonesia). Bilingual teaching materials have two targetted skills. Firstly, the skill related to the field of study (Physics, and Chemistry) and those that are related to comprehending the two languages. equivalency of the target language towards the source language has the potential to improve the students' ability in comprehending the bilingual texts. Consequently,

1. The attempts to improve the students' capability in understanding the different nominal group constructions that are very useful in teaching bilingual text books
2. In the classroom, it can be informed to the students that the analysis of nominal group constructions in conjunction with the elements that construct the nominal group, i.e. (*m*), *h*, (*q*) where (*h*) = nominal group with head only,; (*mh*) = nominal group with head and preceding modification, (*mhq*) = nominal group with head with pre- and post-modification, e.g. and (*hq*) = nominal group with head and post modification of head, e.g. *missing in action.*
3. The results of the analysis will be important for the students in comprehending the various constructions of nominal group and the way to translation.

5.3 Suggestion

This suggestion is for the readers who are interested in translation that

(1) In translating the SL which is culturally loaded, besides bilingual, the translator is also required to master the two cultural backgrounds in order to be able to transfer as closely as possible the meaning and messages of the SL.

(2) Equally in academic area, when translating medical SL text as example which is full of medical terms, those terms could have different meanings from general of basic meanings so that the translator should cross check the meanings between the dictionary and meanings according the register of in medical area.

(3) The translator should be aware of translating all the paragraphs in SL text into TL text because it can distort the original messages from SL text.

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