

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTIONS

5.1 Conclusion

1. English and Indonesian have different characteristics both in lexical and syntactical forms. Knowing the distinctive of these languages is very important to understand the contents of a text before doing a work concerning on English- Indonesian translation or vice versa. The study of translation helps people to comprehend the characteristics of two or more languages
2. Translation involves a very broad field of studies such as linguistic and cultural studies. Therefore, it is necessary for translators to consider different translation procedures in doing translation-work and understand the principals of translation. Since grammatical forms can make the meaning of the translation different, it is also important for a translator to comprehend the syntactical patterns and lexical terms both in the source and the target language in order to be able to shift the levels and the categories of word and structure in the target language.
3. The results of the analysis described in chapter IV shows that a translator has to consider different procedures, e.g. borrowing, literal or word-per-word translation. Translation shift in term of unit shift, structure shift, intra-system shift and level shift occurs in the translation process to have the closest natural equivalence in the target language. Nida proposed the translation principal of loss, gain and skewing of information are also found in the translation process.

4. To find the closest natural equivalence of the English locative prepositional phrases into Indonesian, meaning must be more emphasized than forms. The equivalence analysis in chapter IV also remarks that the locative preposition *at*, *in*, and *on* has the equivalence of preposition *di* in the target language.
5. These variation forms of Indonesian equivalence that are translated from English locative prepositional phrases are influenced by the nouns or noun phrases that followed these prepositions. These findings indicate that locative preposition is clearly considered as a term of syntactic connecting word, which means that the selection of a preposition is decided by the meaning of the syntactic elements that determine it.
6. However, there is still a varied way of how to translate these three locative prepositions. Locative prepositional phrase with preposition *at* has also an equivalence of prepositional phrase and verb phrase in the target language. These variations are strongly influenced by the verb that came up before the preposition.

5.2 Implications

Based on the drawn conclusions and research findings, it can be said that the attempts to improve the students' capability of comprehending the English texts is very significant. Besides, bilingual teaching materials has a very important role in the process of comprehending because the students can see obviously the equivalency between the source and target language. The appropriate teaching materials especially the 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 locative prepositional phrases are useful in teaching bilingual text books
2. In the classroom, it can be informed to the students to that locative prepositional phrases has significant contribution to their text comprehending.
3. It can be one of sources in bilingual – based teaching in L2 students in Junior High School level.

5.3 Suggestions

After having analyzed the data, it is suggested that a translator and/or student of translation or those who are interested in translation studies need to:

1. Be creative in applying different procedures in doing translation work.
2. Be positively flexible with the lexical choice and syntactical forms when translating a piece of linguistic work
3. Comprehend the grammatical concept of both the source and target language.
4. Keep improving the translation skill by doing constant practice.
5. Emphasize on contextual meaning rather than language forms in translating a piece of work.