

CHAPTER 1 INTRODUCTION

1.1 Background of Study

Globalization can be seen as a consequence of the development of technologies specifically in reducing the costs of communication. This reduction has led both to the rise of English as the international *lingua franca* and to an increase in the global demand for translation. The simultaneous movement on both fronts is explained by the divergent communication strategies informing the production and distribution of information, where translation can only be expected to remain significant for distribution, and not for production. The fundamental change in the resulting communication patterns is the emergence of one-to-many document production processes, which are displacing the traditional source-target models still used in Translation Studies. In today's world, communication between different nations with different languages is feasible through translation.

Due to the globalized era, some of the developing countries including Indonesia, have internationalized their educational system. Indonesia is a highly diverse island archipelago. There are three main priorities that have been determined by the government to develop education in Indonesia, i.e. (1) improving equity and access, (2) enhancing quality and relevance, and (3) strengthening management and accountability. However, the focus on achieving the target in completing the basic education program (9 – year - school program)

by the end of the first decade in the 21st century has given more attention to access than to that of quality and management.

The efforts in improving the education in Indonesia have encountered various obstacles: limitations in learning facilities; inadequate quantity, quality, and welfare of teachers; and limitation in the budget for education. As a consequence, the quality of school education in Indonesia has not developed as well as others as indicated by the achievement of 8th Grade BI students in TIMSS (*Trends in Mathematics and Science Study*) in the year 2003, gaining rank 34 for math and 36 for science out of 45 participating countries (Martin et al. 2004).

In some provinces in Indonesia, many schools have established international schools and some semi-international ones. The teaching materials in semi-international schools are written in two languages, i.e. *bahasa* Indonesia (BI) and English (EN). One of the purposes of bilingual teaching materials is in order that the students are able to understand EN well, specifically those that are related to the subject matters (Natural and Social sciences). The managing system of composing these bilingual textbooks is each of the topic discussion is written in BI and EN.

Since English is still as a foreign language in Indonesia and the system of teaching and learning process are still far from perfect, therefore the students still facing various problems in mastering the language. One of the problems is in using prepositions in sentences in English. It is said so because the rules in constructing English sentences using prepositions are different compared with *bahasa* Indonesia.

1.2 Problems of the Study

As it has been mentioned in the background of the study, the ultimate goal of translation is to transform a piece of linguistic work into another language using its closest natural equivalence as possible. On the other hand, many Indonesians still consider that in the process of translating, in this case locative prepositional phrases, particularly with the preposition *at*, *in*, and *on* is very challenging.

Based on the phenomena, the researcher formulates the research questions as follows.

1. What types of lexical and syntactical forms of the EN locative prepositional phrases are found in BI?
2. What types of procedure and shifts occur in translating these EN locative prepositional phrases into BI?
3. What is the closest equivalence of EN locative prepositional phrases with the prepositions *at*, *in*, and *on* in BI?

1.3 Objectives of the study

Finding the answers of the research questions is the most important objective of this present study. The researcher will try to discover how EN locative prepositional phrases are translated and how they are lexically and syntactically described in BI.

This study is mainly intended for the following objectives:

1. To investigate lexical and syntactical forms of locative prepositional phrases in EN into BI.

2. To ascertain translation procedure used and shifts occur in translating locative prepositional phrases in EN into BI.
3. To analyze the closest equivalence of locative prepositional phrases in EN and BI.

1.4 Scope of the Study

One of the problems in the process of translation is related to the grammatical aspects. No languages have the same grammatical rules on them. As a result, in the process of translating one language to another, grammar is taken into consideration.

As the problems related to prepositional phrases are very broad and complex. The researcher tends to focus the study on how the locative prepositional phrases using the prepositions *at*, *in*, and *on* are translated. Then, these EN locative prepositional phrases are analyzed in term of their equivalence in BI using the approach of the theories of translation.

1.5 Significance of the Study

The findings of the study are expected to have both theoretical and practical importance to both translation as a process and product, especially within the frame of translating EN locative prepositional phrases into BI.

1. Theoretically, the findings of the study is expected to enhance the theories of translation studies and to support the empirical evidences of the importance of translation studies in transforming messages from one linguistic work into another.

2. Practically, the findings of the study is expected as a feedback to the EN-BI translators or vice versa concerning the translation of BI and EN locative prepositional phrases.
3. It is also intended to be used as a reference in translation studies.

