

THE CONTEXTUAL MEANINGS OF PREPOSITION 'BY' FOUND IN AN ENGLISH TEXTBOOK

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Abstract

The objectives of this research are (1) to find out the number of contextual meanings of preposition 'by' found in an English textbook, (2) to find out the most dominant contextual meanings of preposition 'by' found in an English textbook. This research employed qualitative with descriptive qualitative method. The subject of this research was the English textbook entitled Introducing Translation Studies by Jeremy Munday. The instrument in collecting data were the documentation of the list of contextual meaning of preposition 'by' found in an English textbook. Based on the research finding and discussion, there were at least 16 contextual meanings of the preposition 'by' which must be used in context. From the data it can be seen that the most frequently used constant meaning is the meaning of 'by' which there are at least 48 sentences in the book that use the preposition 'by' in it.

Keywords: Contextual meaning, preposition 'by', Translation Studies.

INTRODUCTION

Nowadays, awareness about the importance of English began to be felt by most of the people. We can see this fact by the using of English in various aspects of society, for example economic, educational, social and, technological aspects. In the educational aspect, students are required to master several foreign languages, one of them is English. But in environment of society, English began to become a necessity. The existence of English has been considered important so it is not surprising that most of people learn English, both self-study or learning in the course. We often meet people who are fluent in English even though they are not originally from the English department.

As a foreign language, English is different from Indonesian particularly from its grammatical patterns. Therefore, to be able to use and understand English correctly, students must understand and need to know the rules of English grammatical. Grammar is a set of rules that define how words (parts of words) are combined or change to form acceptable units of meaning within a language (Penny Ur, 1996). In the grammatical rules, grammar is one of the components that must be mastered in order to understand and use the English language correctly. It means, a sentence will not be arranged properly without the grammatical rules that become a reference.

In English grammar, there are some parts of speech. Burchfield (1996, p. 575) argue that the main of part of speech that used in English are noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection, article, and numeral. From the several parts of speech above, the writer only focuses on the preposition as the object of the research. Prepositions usually act as a link between one word with another word in a sentence.

Preposition has many lexical meanings. However, the contextual meaning only known if the preposition is included in the sentence. The contextual meaning of a preposition is strongly influenced by the word before and after it word. Therefore, Foley and Hall (1997) argue that preposition is a common cause of confusion for learners because each preposition is a number of different uses. prepositions describe the relationship between two or more things. It can connect nouns, verbs, or adjectives before the preposition with nouns or pronouns afterward. Prepositions are one of the most difficult materials to learn in English. Even those who have learned English at an advanced level are still often mistakenly continuing to use English prepositions appropriately

One of the problems encountered by the students in using English is the use of English prepositions. Thomson and Martinet (1986,p. 91) state that the students have two main problems in using preposition, (a) whether in any construction a preposition is required or not, and (b) which preposition to use when one is required. For examples:

1. My computer was fixed by Lia. The word 'by' is used in the passive voice. The police asked passer-by about the accident. The word „by“ means someone who is going past somebody or something.
2. The list is arranged by sex or by age. The word „by“ means based on.
Do you know a bypass to go to school?. The word „by“ means shortcut.

LITERATURE REVIEW

1. Contextual Meaning

1.1 Theory of Meaning in Semantics

Semantics is a linguistics field that discusses meanings, signals, effects and correlation between meaning of language. Lyons (1977,p. 1) state that, Semantics is normally designed as the study of meaning. It means, semantics stands at the center of linguistic search to clarify the nature of language and skill of human language. It is clear that semantics, especially in English plays important role in interpreting and understanding a language.

Semantics is concerned not only with the study of meaning, but also with the relationship between language and culture. As Goddard (1998,p. 1) point out, the connection between language and culture is also a concern of semantics. Most of the vocabulary or grammar will reflect the culture of the speaker. Culturespecific concepts and ways of understanding are embedded in the language used. It means that semantics explains how words express meaning of a person.

1.2 Kinds of Meaning

Lyons (1984:143) claimed that seven ways of meaning exist.

- a. Conceptual meaning.
It refers to the context of the dictionary, which implies the definitions. We may use several different words in reading that have the same semantic meanings. Take the word “walk” as an example, the conceptual meaning or the primary dictionary meaning is to move forward by placing one foot in front of the other.
- b. Connotative meaning
It refers to the relations that are connected to a specific word or the emotional suggestions related to that word. The connotative meanings of a word exist together with the denotative meanings.
- c. Social meaning
It applies to the use of language in and by culture that has a significant proportion of the meaning that a particular speaker has to use and intends to express, namely the

social status of the speaker and audience and the degree of formality. Only part of a conversation's social sense is carried by language. For example, saying "hello". Often such talk has little dictionary meaning. It is a way of being friendly or polite.

- d. Grammatical meaning
Grammatical meaning is the function of grammatical elements in relation to other grammatical elements.
- e. Affective meaning
It refers to the speaker's feeling / attitude towards the content or the on going context.
- f. Lexical Meaning
Lexical meaning is the meaning represented in a dictionary or a lexicon.
- g. Contextual Meaning
Contextual meaning is the meaning of a word according to the situations in which it is used.

1.3 The Nature of Contextual Meaning

A context is not just one possible world state, but at least a sequence of world-state and these situations do not remain identical in time, but change, hence, a context is a course of event (Dijk1977:192). The word 'meaning' refers to the verb 'meaning' is the most discussed term in English, and as a crucial developmental study of semantics, semantics appear to spend lots of time solving the 'meaning' problem. Meaning is the component of the word or, rather, the internal speech concept. Therefore, there is a general principle in semantics which states that if the form is different then the meaning will be different even though maybe the difference is only a little.

2. Preposition

2.1 Theory of Preposition

According to Suryadi (2001) in English Grammar, preposition is a word that cannot change the form and always lies in front of noun or pronoun to look for certain relation among words in the sentences.

2.2 Types of Preposition

There are several experts who give opinions about the types of prepositions. but the researcher only cite the opinion of one of them. Wren and Martin (2000) state that preposition arranged in the following classes:

- 1.) Simple Preposition (For example: At, by, for, from, in, of, off, on, out, through, till, to, up, with).
- 2.) Compound Prepositions, (For example: About, above, across, along, amidst, among, amongst, around, before, behind, below, beneath, beside, between, beyond, inside, outside, underneath, within, without).
- 3.) Phrase Prepositions, (For examples: according to, along with, by means of, by reason of).
- 4.) Participial Preposition, consists of words that end in "ing".

3. English Textbooks

Textbook plays crucial part in the teaching-learning process, dealing with the content that will be given to the learners. On Richard (2001), Cunningsworth mention in language teaching in the textbook. The following include these:

- a) A presentation materials sources (spoken and written).
- b) A source of activities for learner practice and communicative interaction.
- c) A reference sources of grammar, vocabulary, pronunciation and so on for pupils.
- d) A source for stimulation and suggestions for exercises in the classroom.

- e) A source for stimulation and suggestions for exercises in the classroom.
A support for less skilled teachers who have yet to build confidence.

METHOD

A. Type of Research

In this research, the researcher used a qualitative method. Creswell (2007, p. 37) stated that qualitative research begins with assumption, a worldview, the possible use of a theoretical lens, and then study during of research problems inquiring into the meaning of individuals or groups to describe a social or human problem, build a complex, holistic, picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting. Qualitative research is a means for exploring and understanding the meaning of individuals or groups to describe a social or human problem.

B. Research Design

Research design is a method or plan in a research procedure, both in a broad scope in a study and from a detailed scope of data. (Creswell, 2009: 3). The analysis of content is a critical study of written or recorded communication to break down, identify and analyze the position or relationships of words, meaning, characters, phrases, concepts or main ideas. A critical examination should be the focus of analysis, rather than a mere description of the content. The examples of content include students' journals, essays, online discussion, or any form of written, visual, or oral communication (Weber: 1990, p. 12).

Content analysis focuses on learning about human actions and analyzing recorded information. Public records, papers, emails, videos, tapes, diaries, subjects, studies, or other documents can be used (Klauss, 2004, p.14). The researcher analyzes the contextual meaning of the preposition 'by' found in an English textbook.

C. Data Sources and Research Data

The main data source is a book entitled *Introducing Translation Studies* By Jeremy Munday. This book was published in 2001. This book as a whole consists of 213 pages. All the content is about translation. Jeremy Munday is Lecturer in Spanish Studies at the University of Surrey and a freelance translator, lexicographer and materials writer.

D. Instruments of the Research

In qualitative research, the researcher or human instrument is the research instrument itself. Sugiyono (2005, p. 222) has stated that the researcher is the 26 main instrument in descriptive qualitative research. It implies that the researcher has the primary part to play in looking for data or information relating to the contextual relevance of preposition 'by'. In this case, the researcher takes the documentation of the list of contextual meaning of preposition „by“ that found in the textbook entitled *Introducing Translation Studies* By Jeremy Munday as a research instrument in collecting data.

To get the data in this study, researcher chooses an instrument in collecting data as like documentation of the list of preposition and its contextual meaning that found in an English textbook. Then the researcher uses *Cambridge Advanced Learner's Dictionary* and *British National Corpus* to decide whether the contextual meaning of this preposition correct or incorrect.

E. Procedures of Collecting Data

In this research, the process of collecting the data by following these steps: 1) Reading an English textbook that the researcher will use as the research instrument. 2) The researcher

will searching for the preposition found in the textbook. 3) The researcher will provide the notebook to write the documentation of collecting data. 4) The researcher will quote sentences containing the preposition 'by' in the book. 5) The researcher will analyse it one by one and then find out the contextual meaning of each preposition. 6) The researcher will collect several different contextual meanings that arise when translating the preposition 'by'.

F. Technique of Data Analysis

After the data is collected, the next data analysis will be conducted in order to analyze the whole data collected. An interactive model of analysis is used or data analysis in qualitative research. This model includes data analysis, data reduction, data introduction and conclusion, and data reduction (Miles and Huberman, 1994, p. 10).

1. Collection the data

The researcher collecting the preposition „by“ that found in any books. After that, the researcher will find out the contextual meaning of the preposition by connecting the situation that is depicted in the previous sentence or the following sentence after where the preposition situated. The process of collecting the correct contextual meaning data also clarified by Oxford Collocation Dictionary, Cambridge Advanced Learner’s Dictionary and British National Corpus.

2. Reducing the data

In this step, the researcher as in field report will select, focus, simplify and summarize. During the research process, the data acquisition will be done. In this context, the researcher will reduce the preposition selection found in any books in English.

3. Data display

This step is an aim to restructure and assimilate all data collections from the field of research. In this step, the data is carry out by systematically organizing the details in a description form that describes the conclusion of the researcher. The conclusion of the researcher is a rational and systematic sentence so that the reader may understand it.

4. Drawing conclusion

After the thorough steps from collecting, reducing, and displaying data in a systematical and good manner. The research then draws some conclusions as the result of this research.

FINDINGS

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The researcher analyzed the data by translating into Indonesian to know the contextual meaning. The following are the researcher's findings data.

No.	Contextual Meaning	Frequency
1.	<i>dengan</i>	44
2.	<i>oleh</i>	48
3.	<i>demi</i>	2
4.	<i>berdasarakan</i>	3
5.	<i>melaui</i>	1
6.	<i>pada</i>	3
7.	<i>secara</i>	3
8.	<i>di</i>	2
9.	<i>dari</i>	1
10.	<i>yang</i>	5
11.	<i>karya</i>	5
12.	<i>tidak sama sekali</i>	4
13.	<i>berdampingan</i>	1
14.	<i>umumnya</i>	1
15.	<i>sejauh ini</i>	1
16.	<i>sebaliknya</i>	2

Based on the above data, it can be concluded that the preposition 'by' has many meanings whose use must be based on contextualism in order to get the accurate and make sense meaning.

DISCUSSION

Data analysis used by researcher is based on data analysis from miles and Hubermen (1994). This data analysis includes data collection, reducing data, data display, and drawing conclusions. So the first stage of the researcher is to collect data by collecting sentences in the textbook *Introducing Translation Studies*. that use the preposition 'by' in it. Then put it in the table. Then look for the translation of the sentence to find out the meaning of the preposition 'by' in the sentence based on the context. After that look at the similarity of contextual meaning and determine which contextual meaning is most often used in the book. There are 2 research questions that will be discussed in this section. That is the first to find the number of meanings of the preposition 'by' based on the contextual meaning. This question has been answered in the table above. Where in the table above it can be seen that there are at least 16 meanings used for the preposition 'by' from 125 sentences that used preposition 'by' in the textbook entitle

by Munday. The contextual meanings include, *dengan, oleh, demi, berdasarkan melalui, pada, secara, di, dari, yang, karya, tidak sama sekali, berdampingan, umumnya, sejauh ini, sebaliknya*. From this data, it can be seen that there are many meanings that can be used for the preposition 'by' based on the context.

As the opinion of Pateda (2001:116) which says that contextual meaning or situational meaning appears as a result of the relationship between speech and context. This statement can be used as a reference that meaning is strongly influenced by context. Sometimes students will find some sentences that sound awkward if translated literally. Therefore, we must also pay attention to the contextual context in order to get the right meaning. For example, 'However by the seventeenth century, fidelity had come to be generally regarded as more than just fidelity to words'. The preposition 'by' which is paired with 'time' generally means *pada* or *menjelang*. While the preposition 'by' which is followed by a person or figure, generally means 'oleh' for example:

- "by the religious leader dao'an"
- "by Vetuti"
- "by Vetuti"
- "by Niranjana"

Then the second research question is also answered in the second table above. The table contains the frequency of each contextual meaning that used in the textbook. The frequency of contextual meaning that is most often used in the book is the use of the meaning of the actor, namely (*oleh*) and how to do something (*dengan*). The contextual meaning of 'oleh' is used 48 times in the textbook. This contextual meaning is generally used in passive sentences that refer to the agent or perpetrator. For example, 'it was applied to translation in a series of works by scholars such as bell (1991)'. This is the contextual meaning that most commonly used in sentences. The meaning of '*dengan*' is also often used in the sentences in the book. For this contextual meaning, usually the preposition 'by' is followed by a method or strategy of doing something. Example:

- "by the translating strategy"
 - "by rewriting"
 - "by such methods"
- "by searching"

From the two data above, the researcher can conclude that the use of the meaning of agent or actor (*oleh*) and how to do something (*dengan*) are the most widely used meanings in the textbook by Munday. These two meanings are the most commonly used meanings. Therefore, it is not uncommon for students to think that the meaning of the preposition 'by' only refers to the meaning of the actor (*oleh*) and the way of doing something (*dengan*). This makes students feel confused if they find sentences that use the preposition 'by' other than the meaning above. As Wren and Martin (2000) state that prepositions arranged in the following class namely simple preposition, compound preposition, phrase preposition, and participial preposition. In the data above, the researcher found the example of simple prepositions, "by following". While the example for the phrase preposition in the sentence, "by and large". This phrase used when everything about a situation is considered together. Another contextual meaning is generally. So even though it decomposes a phrase and consists of 3 words, the meaning is one unit.

CONCLUSIONS

The aim of this research is to find out the number of contextual meaning of the preposition 'by' in the textbook *Introducing Translation Studies* by Munday. After analyzing the data, the researchers found that there are many contextual meanings of the preposition 'by'.

There are at least 16 contextual meanings used in the textbook by Jeremy Munday. From the data, it can be seen that the use of the preposition 'by' is diverse.

The other one research question that the researcher needs to find out is the most dominant of contextual meaning of preposition 'by' that used in the textbook. From the data it can be seen that the most dominate of contextual meaning that used in the textbook is the meaning of "oleh" which there are at least 48 sentences in the book that use the preposition 'by' in it. And also, the use of the meaning of "dengan" which is used at least 44 times. The use for each contextual meaning is varied but it will provide an accurate and make sense contextual meaning so that the meaning of the source language will reach the target language well.

Therefore, we must be able to use prepositions appropriately. Because sometimes there are some meanings that will sound awkward or strange if only translated literally so that we must pay attention to contextual as well.

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