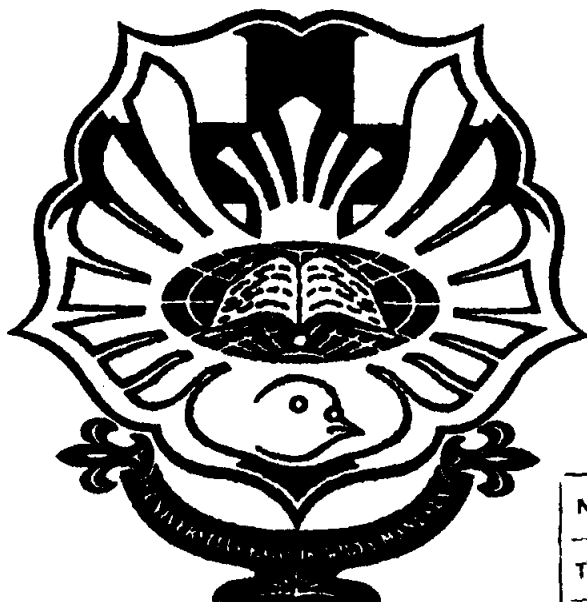


**DEVELOPING TRANSLATION TEACHING
MATERIALS FOR THE STUDENTS OF THE ENGLISH DEPARTMENT
OF WIDYA MANDALA CATHOLIC UNIVERSITY BASED ON
INDIVIDUALIZED INSTRUCTION**

A THESIS

**As Partial Fulfillment of the Requirements
For the Sarjana Pendidikan Degree in
English Language Teaching Faculty**



By :

NATALIA CHRISTIANI

1213096103

No. INDUK	3042/01
TGL. TERIMA	9. 3. 01
BETI HADIHA	
No. BUKU	FK-ig Chr d-1
KOPI KE	1 (satu)

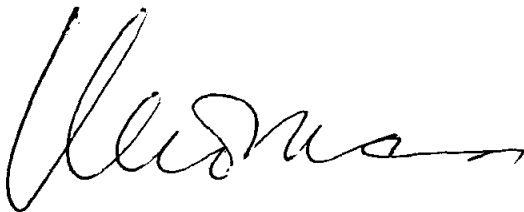
**UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
JURUSAN PENDIDIKAN BAHASA DAN SENI
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

DECEMBER, 2000

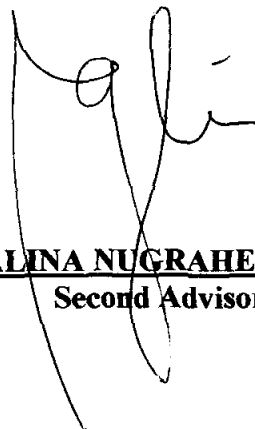
APPROVAL SHEET

(1)

This thesis entitled **Developing Translation Teaching Materials for the Students of the English Department of Widya Mandala Catholic University Based on Individualized Instruction** which is prepared and submitted by Natalia Christiani has been approved and accepted as partial fulfillment of the requirements for the Sarjana Pendidikan degree in English Language Teaching by the following advisors.



DR. VERONICA L. DIPTOADI, M.SC.
First Advisor

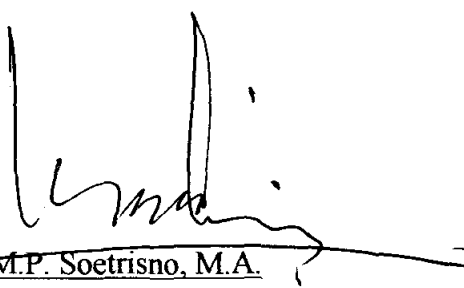



ROSALINA NUGRAHENI, S.PD.
Second Advisor

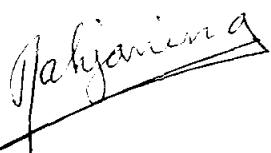
APPROVAL SHEET

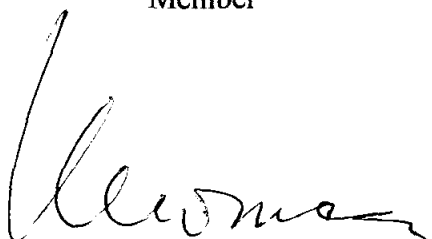
(2)

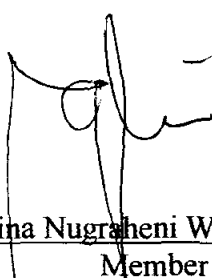
This thesis has been examined by the Committee on Oral Examination with a grade of _____ on December 11th, 2000.



Drs. M.P. Soetrisno, M.A.
Chairman

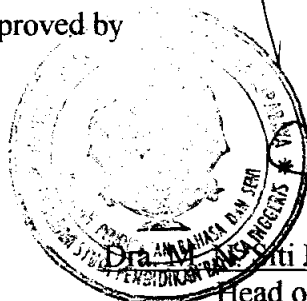

Drs. Stefanus Laga Tukan, M.Pd.
Member


Dr. Tjahjaning T. Surjosuseno, M.Pd.
Member


Dr. Veronica L. Diptoadi, M.Sc.
Member


Rosalina Nugraheni W.P., S.Pd.
Member


Dr. Agus Ngadiman
Dean of the Teacher
Training College

Approved by

Dr. M. Siti Mina Tamah, M.Pd.
Head of the English
Department

ACKNOWLEDGEMENTS

In the first place, the writer would like to thank God for His blessing and generosity that enable her to fulfill this thesis and finish it in due time.

The writer would also like to express her deepest thanks and appreciation to those who have given her their valuable advice, suggestion, time, and encouragement, especially to:

1. Dr. Veronica L. Diptoadi, M.Sc., her first thesis writing advisor, who has guided her patiently in the process of writing this thesis.
2. Rosalina Nugraheni W.P., S.Pd., her second thesis writing advisor, who has spent her valuable time helping the writer read and correct the writer's thesis even when she has taken her pregnancy leave.
3. Dra. Ruruh Mindari, M.Pd., who was willing to help her hand the writer's thesis to Mrs. Nugraheni and have it back to the writer without any reward.
4. All the lecturers and the staff of the English Department of Widya Mandala Catholic University for their guidance, comments, and information during her study at Widya Mandala Catholic University.
5. All the members of her beloved family, her father, mother, sister, brother, and aunt in Malang for their help, support, love, attention, and especially prayers.
6. Her friends for their attention and encouragement.

Last but not least, the writer also wants to thank those who are not mentioned here but to whom the writer is very grateful. Without their kind help and support, this thesis will not appear in its present form.

Surabaya, December 11th, 2000

The writer

TABLE OF CONTENTS

APPROVAL SHEET (1)	i
APPROVAL SHEET (2)	ii
ACKNOWLEDGEMENTS	iii
TABLE OF CONTENTS	v
LIST OF TABLE	ix
LIST OF FIGURES	x
ABSTRACT	xi
 CHAPTER I	 1
INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem	3
1.3 The Objective of the Study	3
1.4 Significance of the Study	3
1.5 Scope and Limitation of the Study	4
1.6 The Definition of Key Terms	5
1.7 The Organization of the Study	7
 CHAPTER II	 9
REVIEW OF RELATED LITERATURE	9
2.1 The Nature of Individualized Instruction	9

2.1.1 The Teacher's Role in Individualized Instruction	12
2.1.2 The Techniques of Individualized Instruction	13
2.2 The Theory of Translation	13
2.2.1 Definition of Translation	13
2.2.2 Translation Process	15
2.2.3 The Types of Translation	18
2.2.4 The Translation Method	19
2.2.4.1 Translation of Phrases	21
2.2.4.1.1 How to Translate Phrases	21
2.2.4.4 Translation of a Whole Article	24
2.2.4.4.1 How to Translate a Whole Article	24
2.2.5 The Characteristics of Good Translation	29
2.3 The Principles of Developing Materials	30
2.4 Criteria of Choosing the Material	38
2.5 Previous Studies	39
CHAPTER III	41
STAGES IN DEVELOPING TRANSLATION MATERIAL	41
3.1 Identifying Instructional Goals	42
3.2 Conducting an Instructional Analysis	42
3.3 Identifying Entry Behaviors and Characteristics	43
3.4 Writing Performance Objectives	45
3.5 Developing Criterion-Referenced Tests	46

3.6	Developing an Instructional Strategy	48
3.6.1	Presenting Information	48
3.6.2	Students Participation and Post-Test	49
3.6.3	Follow Through Activities	49
3.7	Developing and Selecting Instruction	49
3.8	Designing and Conducting the Formative Evaluation	49
3.9	Revising Instructional Materials	50
CHAPTER IV	.....	51
THE SUGGESTED MODULE	.....	51
MODULE I	.....	51
SCIENCE MODULE	.....	51
MODULE II	.....	71
EDUCATION MODULE	.....	71
MODULE III	.....	93
ECONOMICS MODULE	.....	93
CHAPTER V	.....	116
CONCLUSION AND SUGGESTION	.....	116
5.1 Conclusion	.....	116
5.2 Suggestion	.....	117
5.2.1 Suggestion for the Students	.....	117
5.2.2 Suggestion for the Teacher	.....	118

5.2.3 Suggestion for the Faculty	119
5.2.4 Suggestion for the Facilities	119
5.2.5 Recommendation for Further Research	120
 BIBLIOGRAPHY	 121
 APPENDIX	 123

LIST OF TABLE

TABLE

1. Table of the Translation Course Outline	124
---	------------

LIST OF FIGURES

FIGURES

1. The Three Stages of the Translation Process	15
2. The Process of Translation	17
3. The Systems Approach Model for Designing Instruction	37
4. The Instructional Analysis Process	44

ABSTRACT

Christiani, Natalia. 2000. Developing Translation Teaching Materials for the Students of Widya Mandala Catholic University Based on Individualized Instruction. Thesis. Program Studi Pendidikan Bahasa Inggris. FKIP. Universitas Katolik Widya Mandala. Surabaya. Advisor I: DR. Veronica L. Diptoadi, M.Sc. Advisor II: Rosalina Nugraheni, S.Pd.

Key words: Literal translation, source language, target language, teaching materials, module, and individualized instruction.

Translation has an important role in language teaching. The objective of teaching translation is to enable the students to understand and use the English contexts easily and clearly. Because of that case, the English teachers are expected to teach translation in a good way. One element which helps the teaching run smoothly is reading. By reading English texts a lot, hopefully, the students can easily translate those texts. At least the students can understand and interpret the content of the reading passages.

In following the development of this world, education in Indonesia needs a lot of knowledge and information. In fact, many sources of knowledge and information, such as: textbooks, magazines, journals, etc., are written in foreign language. That is why, by translating, the students use their ability in interpreting the content of the text and their confusion to get the idea of the terms in a context will be minimized.

Besides as a way of teaching and learning a foreign language, translation can be taught as a skill. In Widya Mandala Catholic University Surabaya, translation is taught as a skill. The sixth semester students there are expected to be able to translate well after learning translation eventhough just in one semester but in 3 credits. It is a chance for the students to be good translators. However, it often happen that in translation classes, most of the students get bored. It is because most of the English teachers only give the materials and then let the students translate them without clear guidance.

Based on the reasons mentioned above, this thesis presents the translation teaching materials for developed the sixth semester students of Widya Mandala Catholic University based on the individualized instruction. The materials have been designed in the form of modules that the students can study by their own pace. The module is preceded with a reading passage and ended with some exercises.

In developing the translation teaching materials, the writer followed the procedures as suggested by Dick and Carey. According to Dick and Carey, there are nine steps in developing the materials. They are identifying the instructional goals, identifying entry behaviors and characteristics, conducting an instructional analysis, writing performance objectives, developing criterion reference test,

developing an instructional strategy, designing and conducting formative evaluation and the last is revising instructional materials.

There are some purposes in writing this thesis. First, to make the students more active in the teaching learning process. Second, to make the students more independent in studying the materials. Third, to give the students a lot of practice in translating the English texts. The last purpose is to help the teachers giving more attention to those who need the most.

Because this thesis is not experimental, so there is not experimental data. That is why, the effectiveness of this thesis has not been proved yet.