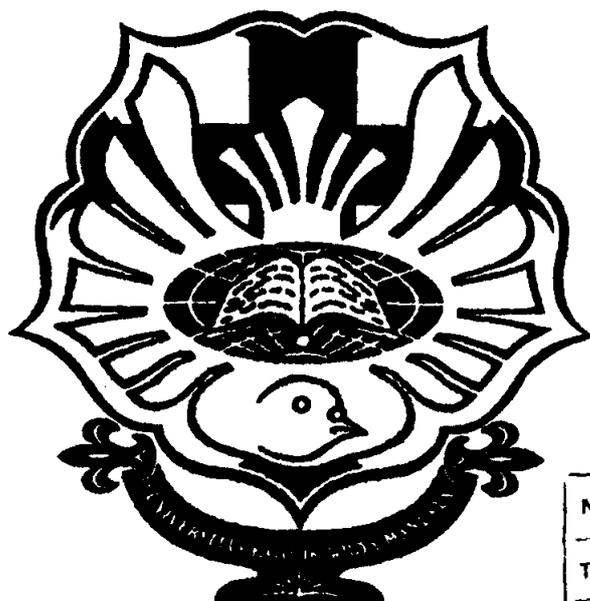


**DEVELOPING TRANSLATION TEACHING
MATERIALS FOR THE STUDENTS OF THE ENGLISH DEPARTMENT
OF WIDYA MANDALA CATHOLIC UNIVERSITY BASED ON
INDIVIDUALIZED INSTRUCTION**

A THESIS

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



By :

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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
JURUSAN PENDIDIKAN BAHASA DAN SENI
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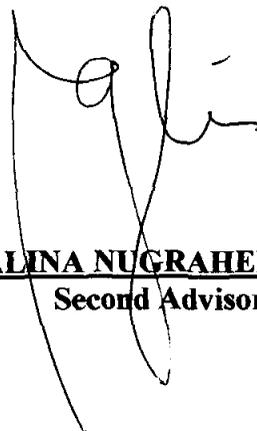
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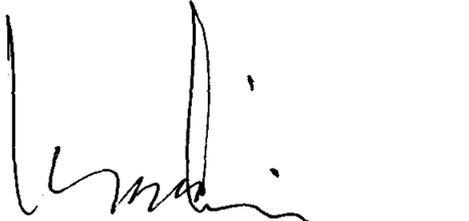


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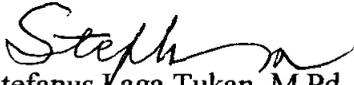
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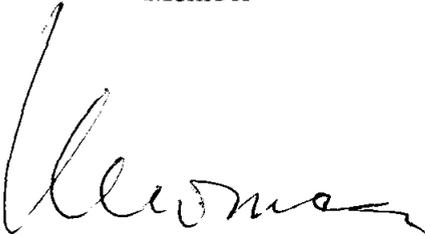
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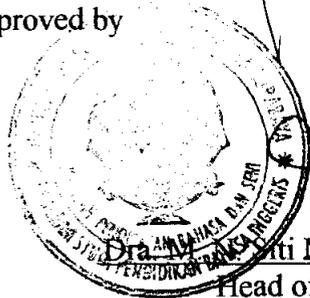


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Surabaya, December 11th, 2000

The writer

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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.