



CHAPTER I
INTRODUCTION

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1.1 Background of the Study

Education in Indonesia has developed increasingly nowadays following the development of this world. There are many changes that have been done in producing good results in the educational world. In fact, the information technology development has influenced education to the globalization of this world. To prevent the students' wrong understanding of information, they are required to understand the English texts well, either in their own textbooks or magazines. The students use their ability in interpreting the contents of the text by translation; thus, confusion to get the ideas of the terms in a context will be minimized.

The Grammar Translation Method (GTM) approaches the language first through the rules of grammar to the exercise of translating sentences and texts into and out of the target language. In GTM, the teacher forces the students to understand and translate the English text that is given. That way is not efficient, because the materials are quite difficult and the teacher just gives fewer directions for the students to translate the materials. Those things could make the students' translations become biased. For those reasons, the writer tries to develop a new method which helps the students read more easily in learning translation. It is hoped that at the end of the learning activity, the students understand the material

by using translation. In that case, the students are expected to translate the English texts clearly and systematically.

In learning a foreign language, one of the important things to be mastered by the students is translation. Why should translation be considered important in achieving the aim in learning English? The answer is: translation can improve the students' performance and understanding in learning English (King, 1973: 53). The objective of translation itself is to get the meanings of words clearly not vaguely.

In the individualized instruction, the materials are given in the form of modules. By using modules, students can study based on their own pace. They can repeat any part of the program, when they find it difficult or they can move quickly through the program if they can achieve the objectives that have been stated in the module. For the teacher, the objectives in the module give direction into the content and the appropriateness of the exercises for the students. For the students, these objectives represent exactly their needs and give them spirit to reach the goal. By using a module, the students can be more active in the lessons. Because when they use this module, they can decide when, what, where, why, and how to study the materials by themselves. In addition, the module also serves as a means of evaluation. The students can check their mastery of the materials by themselves too. When the students get a good result in the first unit, they can proceed to the next unit.

There are some particular reasons for writing this thesis. First of all, there are not enough translation materials in most of English books. Secondly,

teachers usually do not have time to develop material by themselves. Thirdly, students have difficulty in translating English texts, therefore they need a lot of practice in translating those texts. The last reason is students have difficulty to study without guidance so the materials are in form of a set of modules.

1.2 Statement of the Problem

In accordance with the background of the study, the writer would like to answer the following question:

How are the materials for teaching translation to the students of the English Department of Widya Mandala Catholic University developed?

1.3 The Objective of the Study

Relating to the problem of this study, the objective of this thesis is to develop translation teaching materials for the students of the English Department of Widya Mandala Catholic University based on individualized instruction.

1.4 Significance of the Study

Every student can study by himself using this module without supervision from the teacher continuously. The student is able to know his own result and his own progress after doing the evaluation and doing the sums which are available in each learning activity. If his result is lower than expected, he should repeat the learning activity.

Since a module is a self-instruction, self-learning and self-evaluation material, the student can be independent in his learning. The instructional materials were expected to give some contribution to the success of teaching translation in Widya Mandala University so that the students may not depend too much on the teacher.

1.5 Scope and Limitation of the Study

Being aware of how broad the topic of this study will be, how the limited time, energy, and experience available to do the research, the writer thinks it is necessary to limit the scope of the study. The teaching material to be developed here is especially the translation materials on literal translation for the sixth semester students in Widya Mandala Catholic University consisting of:

- Module I : Science Module
- Module II : Education Module
- Module III : Economics Module

The writer uses the Newmark's informative function in presenting the types of text that contains the facts of a topic, reality outside language, including reported ideas or theories (1988: 40). The topic of an informative text concerns with any field of knowledge, such as: Scientific, Technological, Commercial, Industrial, Economics, and other areas of knowledge. However, the writer only uses three (3) of them, i.e., Scientific, Education and Economics. The reasons why the writer only uses these fields are: first, they can represent the information

technology development in Indonesia. Second, they can help the students study more even they are written in English texts.

The reading passages of the above mentioned three fields are taken from textbooks and an article. Nida and Taber (1982: 24) emphasize that "the informative function in language can only be served by a translation which is thoroughly understandable."

As stated before, the materials that are designed in the form of modules should be developed to help the students study by their own pace. The module is preceded with a reading passage and ended with some exercises. Nevertheless, the writer emphasizes the module as supplementary exercises for the students to be done outside of the classroom. One purpose in designing this module is for translating reading passages.

1.6 The Definition of Key Terms

To avoid misunderstanding and misinterpretation, it would be better to define some key terms used in this study, namely: Translation, Source Language, Target Language, Literal Translation, Informative Function, Teaching Materials, Instruction, Individualized Instruction and Module.

a. Translation

According to Nida and Taber (1982:12), "translation consists in reproducing in the receptor language the closest natural equivalent of the source-language message, first in terms of meaning and secondly in terms of style."

b. Source Language (SL)

Newmark (1988: 285) states that "Source Language (SL) is the language of the text that is to be or has been translated."

c. Target Language (TL)

According to Newmark (1988: 285), "Target Language (TL) is the language of the translated text."

d. Literal Translation

Newmark (1988: 63) defines that "literal translation is the primary senses of the lexical words of the original are translated as though out of context, but the syntactic structures of the target language are respected."

e. Informative Function

"The informative function is the 'extralinguistic' information content of the text (Newmark, 1981: 12).

f. Teaching Materials

Freeman and Cornwell (1993: 58) states that "the materials/ Media Fair is a hands-on experience. Trainees can synthesize their knowledge and apply it in the creation of teaching materials."

g. Instruction

Gagne and Briggs (1974: 19) define that "instruction is the means employed by teachers, designers of materials, curriculum specialists, and others whose purpose it is to develop an organized plan to promote learning."

h. Individualized Instruction

According to Grittner and Laleike (1973: 1), "the nature of individualized instruction requires physical facilities that make it possible to set up learning activities for individuals, small groups, or large groups."

i. Module

Dick and Carey (1978: 5) define

"module as a self contained or self instructional unit of instruction that has an integrated theme, provides students with information needed to acquire specific knowledge and skills and serves as one component of a total curriculum."

1.7 The Organization of the Study

This study is divided into five chapters. Chapter I deals with introduction including background of the study, statement of the problem, the objective of the study, significance of the study, the definition of key terms, and the organization of the study. Chapter II deals with review of related literature. This chapter discusses the nature of individualized instruction, the development of referential meaning, the principle of developing material, developing translation

materials, modular instruction, and previous studies. Chapter III deals with the suggested module, which includes the organization of the module and the procedure of presentation. Chapter IV deals with the materials itself. The last chapter is Chapter V. It deals with the conclusion including summary and suggestions.