

## ABSTRACT

Anna Sri Hartati, Maria. 2001. *The Instructional Material Design of Translation Using a Verb Phrase Analysis for Management Department Students*. Yogyakarta: Department of Language and Arts Education, Faculty of Teachers Training and Education, Sanata Dharma University.

This study was done to improve the Economics students' competence in translating English sentences in Economics texts into Indonesian. Proposing an instructional material design on verb phrase analysis hopefully supports this improvement.

There were two major reasons underlying this research. First, Hollander (1988:53) says that to translate, a translator has to take into account the grammar pattern of the language. In other words, the form or the structure of a sentence as one element of grammar is important to comprehend in order to translate the sentence correctly. Second, the researcher's preliminary observation revealed that (1) analyzing the structure of a sentence still became a significant obstacle for the Economics students to do their tasks to translate English texts into Indonesian, (2) the two semesters of English instructions did not help the student do their task. Therefore, designing an instructional material on verb phrase analysis was considered important.

There were two problems to be answered in this study: (1) how is instructional material on verb phrase analysis designed to improve the Economics students' translation competence? (2) what does the instructional material design look like? In order to answer the two research problems, a descriptive study was conducted.

Models from Kemp, Yalden, and Instructional Development Institute were reviewed. The researcher chose these models due to the first step, i.e. needs analysis that each of the models takes. The designer did not apply each the whole model due to the weaknesses identified. Kemp's Model does not state clearly the role of the teacher in the learning activities. Yalden's Model, on the other hand, is strictly focused on the syllabus. In the Instructional Development Institute Model, implementation is part of the procedures that the designer would not use in this study. Based on the review, the designer suggested a new model that was the modification of the three models. The procedures taken in the modified model were (1) identifying the students' needs and prior knowledge, (2) selecting the material, (3) developing the instructional material, (4) evaluating the developed instructional materials, (5) revising the developed instructional material. In the first step survey study was conducted with the use of a test as the instrument to gather the data. The second and third steps were using library study. A survey study using a questionnaire was applied to obtain data for the fourth and fifth steps.

A need analysis was applied to fifty students. It was in the form of a test. The result of this test implied that they still had difficulties in analyzing verb phrases so that it would lead to mistranslation. Based on this finding, the designer

selected material to make a new instructional design. It was ten units of structure-based material. The designer developed this material into three major activities. The first one was the presentation of cartoon illustration. It was aimed at raising students' motivation to learn the pattern(s) and the examples as the second activity. The third activity was working on the two kinds of exercises. The first exercise was in the form of loose sentences. Here, the students were asked to find the verb phrase in each of the sentence and then to translate the sentence. In the second exercise, the students were asked to find the sentences containing the pattern, to rewrite the sentences and then to translate them. At the end of the material design, a final test was presented to reveal whether the material had been acquired well. The evaluation of the instructional material design was conducted by means of questionnaires distributed to qualified English lecturers to obtain their opinions and suggestions. Finally, the result of the evaluation would be beneficial to the revision of the developed instructional material that was expected to really help the students improve their translation competence.



## ABSTRAK

Anna Sri Hartati, Maria. 2001. *The Instructional Material Design of Translation using a Verb Phrase Analysis for Management Department Students*. Yogyakarta: Department of Language and Arts Education, Faculty of Teachers Training and Education, Sanata Dharma University.

Studi ini dilakukan dengan tujuan untuk memperbaiki kemampuan mahasiswa Fakultas Ekonomi khususnya Jurusan Manajemen dalam menerjemahkan kalimat berbahasa Inggris dalam teks ekonomi kedalam bahasa Indonesia. Pengajuan suatu rancangan materi pengajaran berdasarkan analisa frase kata kerja bahasa Inggris diharapkan akan mendukung tujuan ini.

Dua alasan utama mendasari penelitian ini. Pertama, Hollander (1988: 53) menyatakan bahwa untuk dapat menerjemahkan, seorang penerjemah harus memperhitungkan pola tata bahasa. Dengan kata lain, bentuk atau struktur kalimat sebagai salah satu elemen tata bahasa penting untuk dipahami sehingga mahasiswa dapat menerjemahkan suatu kalimat dengan benar. Kedua, observasi awal yang dilakukan oleh peneliti menunjukkan bahwa (1) menganalisa struktur suatu kalimat masih menjadi faktor penghambat yang besar bagi mahasiswa Fakultas Ekonomi khususnya Jurusan Manajemen untuk dapat menerjemahkan kalimat berbahasa Inggris dalam suatu teks ekonomi ke dalam bahasa Indonesia, (2) mata kuliah Bahasa Inggris yang diselenggarakan dalam dua semester ternyata belum mampu membantu mahasiswa dalam tugas-tugas menerjemahkan yang mereka dapat pada semester-semester berikutnya. Maka, perancangan materi pengajaran bahasa Inggris yang berdasar analisis frase kata kerja perlu dipertimbangkan.

Dua masalah yang akan dibahas dalam studi ini adalah: (1) bagaimana merancang suatu materi pengajaran bahasa Inggris berdasarkan analisis frase kata kerja untuk memperbaiki kemampuan mahasiswa Fakultas Ekonomi dalam menerjemahkan? (2) bagaimana bentuk materi pengajaran tersebut?

Dari tinjauan kepustakaan, perancang memilih tiga model yang akan dimodifikasi. Model tersebut yaitu Model Kemp, Yalden, dan Institut Pengembangan Pengajaran. Perancang memilih model-model tersebut karena analisa awal merupakan langkah pertama dari setiap model. Perancang tidak menerapkan satupun model tersebut karena ditemukannya beberapa kelemahan. Model Kemp tidak menyatakan dengan jelas peran pengajar dalam aktivitas belajar mengajar. Model Yalden terlalu terfokus pada silabus. Dalam model Institut Pengembangan Pengajaran, implementasi merupakan bagian prosedur yang tidak akan dipakai oleh perancang materi ini. Maka dengan berdasar tinjauan tersebut, perancang memodifikasinya menjadi suatu model baru. Prosedur yang ada dalam model baru ini yaitu (1) mengidentifikasi kebutuhan dan pengetahuan awal mahasiswa, (2) menyeleksi materi, (3) mengembangkan materi pengajaran, (4) mengevaluasi materi pengajaran yang telah dikembangkan, (5) merevisi materi pengajaran. Studi survey dengan tes dan wawancara sebagai alatnya digunakan dalam menjalankan langkah awal. Studi pustaka digunakan dalam menjalankan langkah kedua dan ketiga. Survey studi dengan instrumen kuesioner digunakan

untuk memperoleh data dalam langkah keempat.

Tes yang digunakan pada analisa awal diaplikasikan kepada lima puluh mahasiswa. Hasil tes ini memperlihatkan bahwa sepuluh unit materi pengajaran diseleksi berdasarkan analisa awal. Setelah penyeleksian materi, perancang mulai mengembangkan materi pengajaran. Ilustrasi kartun disajikan sebagai langkah awal untuk mendorong motivasi mahasiswa untuk mempelajari pola kalimat yang akan dibahas beserta contohnya dalam kalimat, lalu dilanjutkan dengan dua tipe latihan. Diakhir rancangan materi, disediakan tes akhir yang diperlukan untuk mengukur sukses tidaknya implementasi materi yang baru yang diharapkan akan mendukung kemampuan mahasiswa dalam menerjemahkan.

