

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

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5.1 Conclusion

In studying English, sometimes students are forced to study hard and learn more, either in their school or outside. However, those ways will not work well if the students are not motivated to study English. The students can have a good motivation when the teacher, one of the learning English sources, teaches them in a good way. It will, then, motivate the English teachers to try to develop and improve their teaching, especially in the subject of translation.

In teaching translation, some of the English teachers just give the materials and then let the students translate them. As a result, most of the students become confused because they do not know what to do. They just look at the materials and then translate them word by word. If it often happens, the students will become passive and waste their times. Actually, the teachers should give students a good direction how to translate materials well without wasting time. To overcome this problem, the writer develops the translation teaching materials for university students that may motivate the students to get involved in the learning process.

The materials of translation are developed into modules and the students are expected to study the modules individually. It is based on individualized instruction. By using individualized instruction, every student can study based on his own pace. They will be more independent and more active in

the teaching learning processes. They can decide when, what, where, why, and how to study the materials by themselves. Therefore the translation materials should be emphasized on the students' ability in applying the translation in an appropriate way. The students are guided to do the exercises that are emphasized on the students' needs in suitable directions. The exercises serve good directions for the students in translating the materials so the students will not feel bored.

The module designed consists of three (3) fields of knowledge in three learning activities. The time available for the sixth semester students is one hour for each learning activity. First, the students read the reading passage and second, they do the exercises before translating the whole passage. Those activities help the students to achieve their objectives.

In individualized instruction, the students are the center on the learning activities. The individualized instruction gives motivation to the students to reach the expected goals and also gives them chance to study in accordance with their own pace. When the students are active in the teaching learning process, the teacher has enough time to help the students individually. However, the teacher should be able to control the students so they would not be passive in doing the exercises and not just copy from the answer key.

5.2 Suggestion

5.2.1 Suggestion for the Students

The success of the individualized instruction depends on the students. The students should be honest. It is very important because the students do the

materials by themselves, without supervision from the teacher continuously so they may use their a chance to look directly at the answer key first, or maybe they do not do the exercises.

It is better for the students to do the exercises in a good order. Please try to finish the exercises after the reading passage and then do the formative test. After checking the scores or the results and the students get 75% or more, they can directly do the enrichment exercises, but if their results are less than 75%, they have to repeat the learning activities again.

5.2.2 Suggestion for the Teacher

When the teacher has a good preparation in the teaching-learning process, he or she is ready to help the students. He or she should be patient with the students and lead them to be up against their difficulties. He or she should supervise the students when they are doing the learning activities. By doing so, the students will feel happy to do the learning activities and the teacher will feel satisfied from the students' actions.

In addition, it is essential for the teacher to produce a good relationship with the students, so they will be motivated to study and even to do the exercises. This relationship should be implanted not just in the translation subject, but also in other subjects.

5.2.3 Suggestion for the Faculty

The faculty is the center where the teaching-learning process happens. The dean of the faculty should have a good relationship with the teacher and also the students. The relationship will create high motivation to study the English subjects, particularly the translation subject.

The faculty can provide and support the teacher and the students in making any events in the department, which relevant with translation. For instance, there is a competition for translation in English Day. It can motivate the students to study translation, especially by reading any English books or articles a lot.

5.2.4 Suggestion for the Facilities

The other factors that make the module successful are the facilities. The facilities of the library and the self-access center determine the use of modules. The library can give the students a lot of sources of English to be read. By reading a lot, the students will know and understand the reading passage quickly.

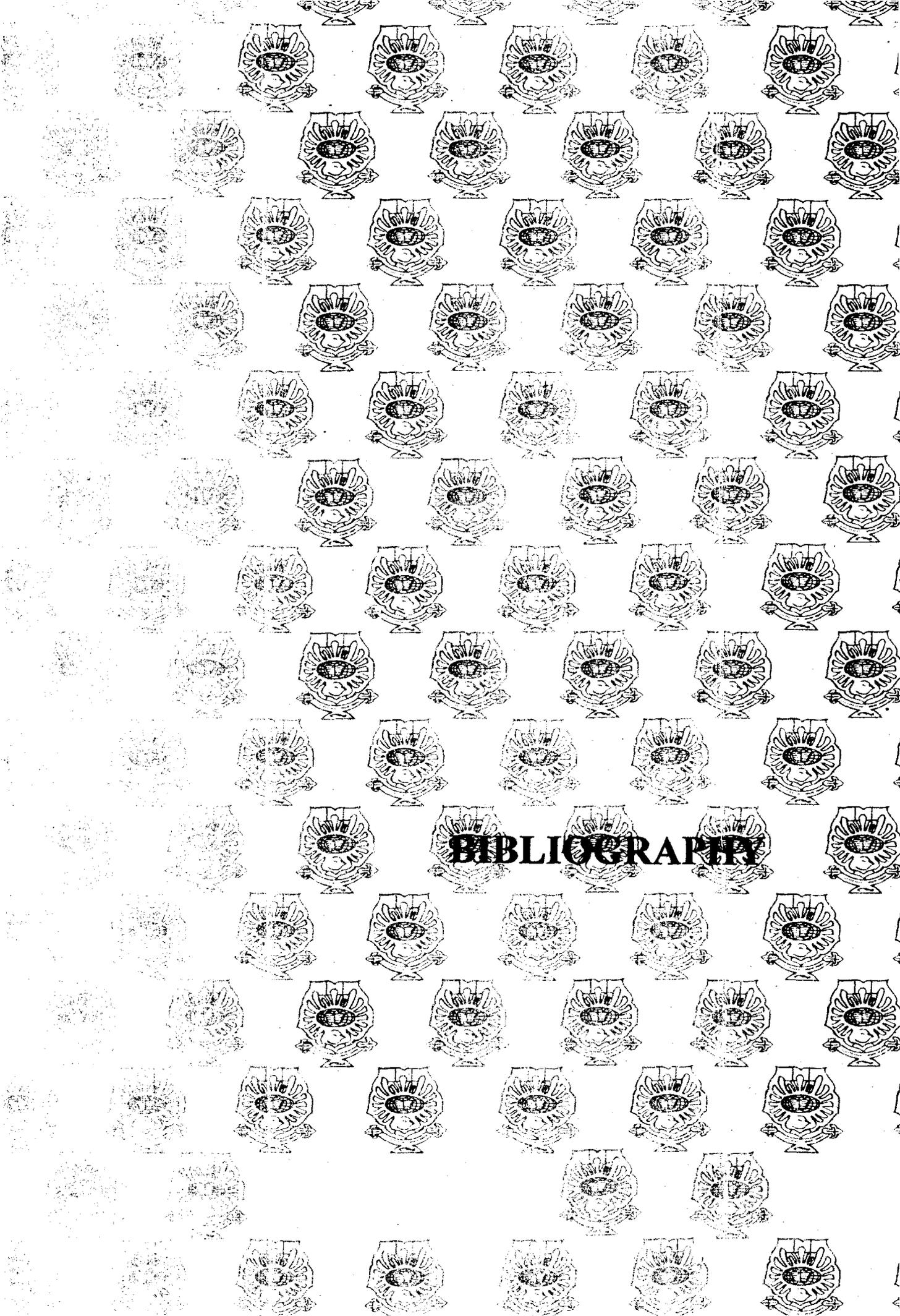
The self-access center is a good place for the English students to study. In this place the students can study English by themselves, because there are a lot of exercises for them. Therefore, this module can be put in the self-access center so students can do learning activities independently. However, if the students find difficulties in doing the learning activities, they do not hesitate to

ask their translation teacher or teacher assistants who watch over the self-access center at that time.

In addition, the other facility which is very helpful for the students is the Multi-media laboratory. This laboratory can emphasize the students to learn by themselves. Therefore, this module can be put in the multi-media laboratory so the students can do the learning activities independently.

5.2.5 Recommendation for Further Research

This study is called developing materials. That is why, in constructing this study, the writer confesses that there are still a lot of weaknesses. Consequently, the writer hopes that other writers through another fields of knowledge will continue this study, so that we can see either this study is effective or not. The other writers can develop the materials by using another instructions or theories.



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