ABSTRACT

This study investigated how the translation competences were taught in the classroom and how the students' translation practices were evaluated by the lecturers in the process of teaching literary translation. This study was aimed at describing and giving criticism to the translation competences taught by the lecturers in the literary translation course, the activities done by the lecturers in the process of teaching literary translation and the students' responses to the Translating Literary Works (TLW) class. The research implemented a case study design and the data were collected through observation, questionnaire, interview and students' translation works. The observation was recorded by using video recording and note-taking. The main aim of the observation was to comprehensively learn the process of teaching. The open-ended, closed-ended questions and the combination of the two types of questions were developed in this questionnaire to collect the valuable information on the students' responses, experiences and understanding of the aspects of translation theories. Then, the lecturers and students were interviewed to collect additional information on the students' interest and feeling about the process of teaching, teaching techniques and evaluation. Finally, the students' translation works were used to show the authentic documents in doing some translation practices. Fifty five students and two lecturers participated in this research. A simple calculation of data was applied to find out the percentages of the students' responses in the process of teaching TLW. The data were analyzed based on the learning theory by Katz (1993), the basic concept of translation competences proposed by Schaffner (2000) in Schaffner and Adab (2000:6), the steps of translation teaching process proposed by Duff (1989), translation evaluation by Dollerup (1994) in Dellerup and Lindergaard (1994), the elements of evaluation of the students' translation practices from Salas (2000), criteria for students' translation score by Adab (2000) in Schaffner and Adab (2000:224) and translation problems by Nord (1991:151). The findings showed that: (1) the translation competences focused on TLW class included linguistic competence, cultural competence, textual competence, subject competence, research competence, and transfer competence. From the competences taught by the lecturers, research and transfer competences were given more emphasis than those of the other competences; (2) the students were generally taught in the specific patterns of teaching which were classified into five steps of teaching activities: doing theoretical sensitization, doing translation practices, presenting the student's works, sharing and discussing students' experiences and providing feedbacks for the students. The translation practices in the TLW class were dominated by practicing literary translation from English into Indonesian; and (3) the TLW classes in general had got positive responses from the students considering that the teaching and learning process of TLW was very interesting.

Key words: *process of teaching, literary translation, translation competence, student's experiences*

PREFACE

In the name of Allah, the most Beneficent, the Most Merciful.

Alhamdulillahirobbil 'alamin by the grace of Allah, finally I have completed the writing of my thesis entitled "The Process of Teaching Literary Translation: A Case Study at a State University in Bandung".

This thesis is presented to the English Education Department of the School of Post Graduate Studies of the Indonesia University of Education for the partial fulfillments of the requirements for the Master's Degree in English Language Education.

I really expect that this thesis contribute to the development of the teaching of literary translation and widen the insight of those who want to be a teacher or trainer of literary translation course.

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